Khel Yatra

Physical Education and Well-being

Textbook for Grade 6

0687

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Foreword

The *National Education Policy 2020* envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavours and knowledge, while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the *National Curriculum Framework for School Education* (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities and touching upon all the five planes of human existence, the *pañchakośhas*, in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8. The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages—including at least two languages native to India—to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development. Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a

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judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establishing conceptual connections both within and across curricular areas. The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject experts, pedagogues, and practicing teachers as their members, have made all possible efforts to develop such textbooks.

Adhering to the recommendations of the National Curriculum Framework for School Education, a new subject area called 'Physical Education and Well-being' has been introduced at the Middle Stage. This subject aims to promote love for physical activity and sports; develop capacities for skillful engagement in sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellbeing. The subject of Physical Education and Well-being includes various aspects of Yoga starting from Yama, Niyama, Āsana, Prānāyāma and Dhyāna in a progressive way from Class 3 till the Secondary Stage. This lays the foundation for holistic health and well-being.

The book for Physical Education and Well-being, titled *Khel Yatra* for Grade 6, is meticulously designed to develop motor skills and engage children in the team sports of Kho-kho and Handball. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

Khel Yatra emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness.

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The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but also a valuable resource for parents and community.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so. With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

Dinesh Prasad Saklani

Director

National Council of Educational Research and Training

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About the Book

The *National Curriculum Framework for School Education 2023* (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help the teachers and students achieve curricular goals of Physical Education and Well-being, for the first time a textbook has been designed for Grade 6. This book enables students to experience the joy of playing, explore diverse physical activities, practice fitness skills, learn basic sports skills, and immerse in the world of yoga. Sports and physical activities teach important motor skills, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

To achieve the goals of fitness, sports and holistic well-being, the Grade 6 textbook is designed to have five units.

1. Understanding the importance of Physical education
2. Motor fitness
3. Introduction to *Kho-Kho*
4. Introduction to Handball
5. Yoga

In Unit 1, students explore the connection between physical education (PE) and well-being, emphasizing its impact on personal and social behaviour. Through playing games and engaging in discussions,

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students will understand the importance of living a healthy lifestyle and how physical activity adds to their overall enjoyment and success. Students will also learn about the safety measures to minimize the risk of injuries and create a healthy environment for the players.

In Unit 2, students learn different fitness components like endurance, strength, flexibility, and balance. The main aim is to understand how each of these components contributes to overall health.

In the Units 3 and 4 focus is on learning new games. Kho-Kho is introduced in Unit 3 and Handball in Unit 4. Through interactive sessions and group exercises, students will discover the excitement of sport and health advantages of physical activity. The emphasis will be on inclusivity, team cohesion, and enjoyment of movement.

In the last unit, students immerse in the holistic nature of yoga. They learn about Yama (social discipline) and Niyama (Personal discipline) to inculcate healthy habits for positive behavior. Systematic practice of various yogasanas starting with Sūkshma Vyāyāma (loosening exercises), preparatory breathing practices and step-by-step performance of each asana helps our body to be flexible, strong, balanced and disease free. Various techniques of Prānāyāma strengthen the lungs, improves functioning of major systems of our body, calm down the mind, improve concentration and help in achieving overall harmony and well-being. To explore the world within us and experience deep sense of peace, tranquility and bliss, students learn different techniques of Dhārana (single pointed concentration) and Dhyāna (meditation). Learning various yogic practices lays foundation for long and healthy life.

In this book, apart from learning the games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect, as well as, help each other, and experience the joy of playing together. Inculcation of these values and dispositions will partly happen while children are engaged in

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the physical activities or games and partly, they will be reinforced during circle time after the game. Sufficient time must be given for circle time during the Physical Education and Well-being periods.

Structure and Flow of Classes

NCF-SE 2023 has recommended 120 periods for physical education and well-being in Grade 6. Suggestive timetable assumes at least 5 periods of 40 minute each, per week. NCF-SE recommends allocating block period (2 periods together) for physical education and well-being. If it is not possible to allocate two block periods and one single period every week, it is necessary to design single periods with different focus to ensure sufficient time for activities, game and circle time.

Suggestions are given below for two different scenarios of timetable.

- Scenario 1 – Five single periods per week.
- Scenario 2 – Two block periods for Units 1 to 4 and single period for yoga.

Scenario 1: Three different types of sessions have been visualised to effectively use the limited time in each period and achieve the learning outcomes.

- Type 1: Maximizes game practice.
- Type 2: Maximizes circle time after play to provide sufficient time for discussing cognitive and socio-emotional aspects.
- Type 3: Maximizes gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

Period/Session Types				
Type 1	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time
Time in Minutes	5	25	5	5

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Type 2	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time
Time in Minutes	5	15	5	15
Type 3	Warm-up – Preferably Gamified	Gamified Drills or Mini Games	Cool-down	Circle Time
Time in Minutes	5	25	5	5

Scenario 2: (Highly Recommended) – A block period of 80 minutes can effectively maximize game practice, drills and circle time. Two types of sessions can be planned with block periods.

- Type 4: Maximizes game time and drills.
- Type 5: Maximizes game time.

Type 4

Block Period	Warm-up – Preferably Gamified	Game Time	Gamified Drills or Mini Games	Cool-down	Circle Time
Time in Minutes	5	30	20	5	20

Gamified Drill is a mini game played between teams to target specific skills. Pure drills are not recommended at this stage.

OR

Type 5

Block Period	Warm-up – Preferably Gamified	Game Time Play 2 games	Cool-down	Circle Time
Time in Minutes	5	50	5	20

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Instructions for Teachers

For joyful experience, safety of children and effective development of competencies, teachers may follow the instructions given below:

- Ensure adequate play area and there are no obstructions in the play area.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing the teams make sure that the teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Ensure that a first aid kit is available and accessible.
- Ensure that students are treated with respect and they feel emotionally and socially safe.
- Provide regular encouragement and support to all the students.
- Ensure students have access to fair redressal of grievances during the Physical Education period.
- Encourage students to be aware of their surroundings while playing.
- Instruct the students not to aim at the opponent, unless told otherwise, and discuss why this is important.
- Encourage the students to be careful while pushing or pulling the opponent in the activity.
- Ensure that students do proper warm-up and cool-down. Encourage them to create their own routines.
- Provide opportunities to students for interactions before, during and after the class.

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- Introduce sports skills gradually. Complexity can be increased by playing mini versions of the sport gradually building individual capacities such as observation, reflection, emotional regulation, expanding spatial awareness and peripheral vision, and making quick judgements based on gameplay.
- Discuss social capacities such as effective communication, collective decision making, and working together towards a common goal, during circle time and at relevant moments in the sport.
- Encourage students to take more responsibility for building a culture of inclusive sports at school. Help them to take an active role in ensuring all students feel safe, motivated, and encouraged to play.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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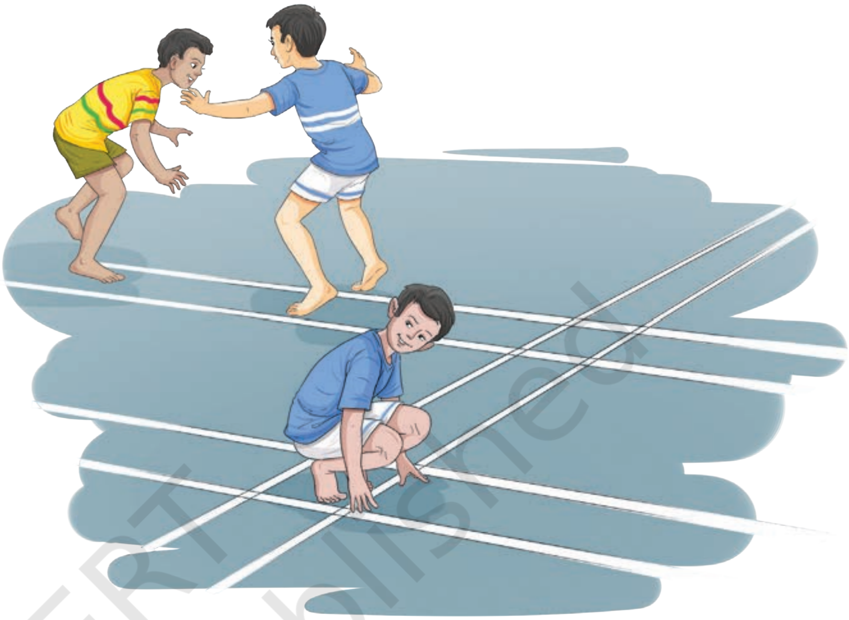

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality
- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom
- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation
- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion
- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights
- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies
- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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Self-Assessment

Unit 1: Importance of Physical Education & Well-being

Read the statement and tick the most suitable answer for you.

Emotion Control

1	2	3	4	5
I get easily frustrated.	I get frustrated when things are not going my way.	Sometimes I get frustrated if things are not going my way.	I am able to stay calm during the game.	I am able to stay calm and help others calm down.

Safety on the Ground

1	2	3	4	5
I think the games could be safer.	Some games are safer than others.	Most of the games are safe.	All the games are safe.	If the games are not safe, we change it to make it safe.

Caring Attitude

1	2	3	4	5
I like to play alone.	Sometimes I like to play with my classmates.	I like to play in the group most of the time.	I always like to play in a group.	I like playing in group because I can understand the benefits of playing with others.

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Understand Bullying

1	2	3	4	5
Bullying does not happen around me.	Bullying happens around me but it is a rare occurrence.	Sometimes I am able to identify bullying.	I am able to identify bullying.	I am able to identify bullying and I speak up when it happens.

Understand Harassment

1	2	3	4	5
Harassment does not happen around me.	Harassment happens around me but it is a rare occurrence.	Sometimes I am able to identify harassment.	I am able to identify harassment.	I am able to identify harassment and I report it when it happens.

Unit 2: Motor Fitness

Instructions:

1. Perform each fitness test and record your Baseline result.
2. Set a goal for improvement.
3. Retest and compare your progress!
4. Teachers should ensure they set up the testing environment.
5. The procedure for conducting each test is mentioned in the Annexure.

Agility

Test: T - Test

- Baseline Time: ______________ seconds
- Goal (Improve by 1–2 sec): ______________ seconds

Cardiovascular Endurance

Test: 600 m Run/Walk

- Baseline Time: ______________ minutes
- Goal (Improve by 10–20 sec): ______________ minutes

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or

Test: 3-Minute Step Test (Measure heart rate after)

- Baseline HR: ______________ bpm
- Goal (Lower HR over time): ______________ bpm

Strength & Muscular Endurance

Push-ups (Max in 1 Min)

- Baseline: ______________ reps
- Goal (Increase by 3–5 reps) ______________ reps

Squats (Max in 1 Min)

- Baseline: ______________ reps
- Goal (Increase by 5–10 reps): ______________ reps

Plank Hold (Time)

- Baseline: ______________ seconds
- Goal (Hold 10–15 sec longer): ______________ seconds

Flexibility

Sit-and-Reach Test (Measure reach in inches past toes)

- Baseline: ______________ inches
- Goal (Improve by 1–2 inches): ______________ inches

Reflection & Progress

- Which area improved the most? ________________________________
- What was the biggest challenge? ________________________________
- How can I improve further? ________________________________

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Unit 3: Fundamental Skills of Sports — *Kho-Kho*
Teacher Assessment

Zig-zag Run

1	2	3	4	5
It is difficult for the student to perform the Zig-zag run in the game.	Student is able to perform Zig-zag run with a lot of effort.	Student is able to perform Zig-zag run with minimum efforts.	Student is able to perform Zig-zag run with the sense of game.	Student is aware of injuries related to Zig-zag run and avoids while performing it.

Dodging

1	2	3	4	5
Reaction is slow leading to frequent catches while trying to dodge.	Student is able to understand the use of dodging but unable to apply it most of the time.	Student is able to understand the use of dodging but unable to apply it sometimes.	Student is able to perform dodging as per the requirement of the game.	Student is able to avoid injuries while dodging the opponent.

Pole Turn

1	2	3	4	5
It is difficult for the student to perform the pole turn.	Student is able to perform pole turn with a lot of effort.	Student is able to perform pole turn with minimum efforts.	Student is able to perform pole turn with clarity of its use in a game.	Student is aware of injuries related to pole turn and avoids while performing it.

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GIVING *KHO*

1	2	3	4	5
Student likes to play by themselves and avoid giving *Kho.*	Student is able to give *Kho* but is unable to understand the right time to give it.	Student is able to give *Kho* but sometimes doesn't understand the right time to give it.	Student is able to give *Kho* with the sense of when and how to give it.	Student is able to understand the importance of trusting others by giving *Kho.*

Unit 4: Fundamental Skills of Sports — Handball Teacher Assessment

PASSES

1	2	3	4	5
Student is able to perform fewer than 10 passes but find it difficult to catch or throw consistently.	Student is able to perform 10–14 passes but find it difficult to transfer weight of the body in catching or throwing.	Student is able to perform 14–17 passes with occasional minor form issues.	Student is able to perform 18–20 accurate passes with proper form and smooth body weight transfer.	Student is able to perform 18–20 passes accurately and enjoy it.

THROWS

1	2	3	4	5
Student is able to perform fewer than 12 accurate throws, with inconsistent accuracy or poor form.	Student is able to perform 12–17 throws with occasional loss of focus or minor form adjustments.	Student is able to perform 12–17 throws with minor form adjustments.	Student is able to perform 18–20 accurate throws with precise aim and focus on the target.	Student is able to perform 18–20 throws accurately and enjoy it.

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NUMBER OF ACCURATE THROWS MADE ON THE WALL WHILE HITTING FROM THE DISTANCE OF 5 FT AT A HEIGHT OF 10 FT (HANDBALL)

1	2	3	4	5
Student is able to perform fewer than 12 accurate throws, with inconsistent accuracy or poor form.	Student is able to perform 12–17 throws with occasional loss of focus or minor form adjustments.	Student is able to perform 12–17 throws with minor form adjustments.	Student is able to perform 18–20 accurate throws with precise aim and focus on the target.	Student is able to perform 18–20 throws accurately and enjoy it.

NUMBER OF CATCHES MADE IN 2 MINUTES, WHEN BALL IS TOSSED IN THE AIR APPROXIMATELY 3 FT HIGH (GROUP ACTIVITY WITH HANDBALL)

1	2	3	4	5
Student is able to perform fewer than 12 catches with difficulty gauging speed and direction.	Student is able to perform 12–17 catches with some hesitation or adjustment issues.	Student is able to perform 12–17 catches with some hesitation.	Student is able to catch the ball 18–20 times with smooth direction changes and proper speed gauging.	Student is able to perform 18–20 catches while avoiding injuries.

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Unit 5: Yoga

Assessment

1. Yoga for daily life

UNDERSTANDING *APARIGRAHA*

1. Can you practice *Aparigraha* in your daily life? Yes or No.
2. If yes, read the statement and tick (√) the most suitable answer for you.
3. If no, give reasons.

1	2	3	4
Not being greedy	Being content with what you have	Being grateful for what you have	Letting go of wanting more

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Sl No	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
1.	Response to "Can you practice *Aparigraha* in your daily life?" (Yes/No)	Responds correctly and confidently (yes)	Responds correctly (Yes)	Responds correctly (Yes)	Responds incorrectly (No)		
2.	Marking Practices (If Yes)	Marks all four practices (not being greedy, content, grateful, letting go) accurately.	Marks three of the four practices correctly.	Marks two of the four practices correctly.	Marks one or none of the practices correctly.		
3.	Reasoning (If No)	Provides clear, thoughtful, and relevant reasons for not being able to practice *aparigraha.*	Provides reasonable and somewhat relevant reasons.	Provides basic reasons that lack detail.	Provides unclear or irrelevant reasons, or leaves blank.		

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Understanding Tapas

In the context of yoga, what does 'tapas' mean to you? Mark it with a tick (√).

1	2	3	4	5
Self-discipline	Dedication and Daily Practice	Setting and Achieving Goals	Learning from Inspiring Stories	Reflecting on Personal Practice

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Sl No	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
1.	Marking Correct Interpretations of Tapas.	Marks all five options correctly (self-discipline, dedication, goals, stories, reflection).	Marks four of the five options correctly.	Marks three of the five options correctly.	Marks two or fewer options correctly.		

2. Yoga *Sadhana*

In your yoga class, you have learned about different yoga practices. Please tick (√) the things you feel comfortable doing by yourself.

1	2	3	4	5
Sūkshṣma Vyāyāma	*Śithalīkarana vyāyāma*	*Sūrya Namaskāra*	*Āsana*	*Relaxation*

6	7	8	9
Prānāyāma	*Dhārana*	*Dhyāna*	*Krīḍā Yoga*

Sl No	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
1.	Understanding of Yoga Practices: (Correctly identifying and distinguishing between practices)	Demonstrates clear understanding of each practice by accurately checking and differentiating between them.	Demonstrates good understanding, with minor confusion between some practices.	Shows basic understanding, but struggles to differentiate between several practices.	Demonstrates limited understanding and significant confusion about the yoga practices.		

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3. Evaluation for *Āsana*

Sl No	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
1.	*Ardha Kati Chakrasana*: (Correct posture, balance, stability)	Performs with correct posture, excellent balance, and stability.	Good posture, good balance, and stability.	Basic posture, some balance, and stability.	Incorrect posture, poor balance, and stability.		
2.	*Padmasana*: (Correct leg placement, straight spine, comfort)	Correct leg placement, straight spine, comfortable pose.	Mostly correct leg placement, spine mostly straight, some comfort.	Partially correct leg placement, spine slightly curved, somewhat uncomfortable.	Incorrect leg placement, curved spine, uncomfortable.		
3.	*Bhujangasana*: (Spine extension, chest lift, shoulder relaxation)	Excellent spine extension, good chest lift, relaxed shoulders.	Good spine extension, some chest lift, shoulders somewhat relaxed.	Basic spine extension, slight chest lift, shoulders slightly tense.	Incorrect spine extension, no chest lift, tense shoulders.		
4.	*Shalabhasana*: (Leg lift, body balance, stability)	Correct and stable leg lift, excellent body balance.	Good leg lift, good body balance.	Partial leg lift, some body balance.	Incorrect leg lift, no body balance.		
5.	Overall Performance: (Combination of *asanas*, flow, control)	Excellent combination of asanas, smooth flow, complete control over the body.	Good combination of asanas, good flow, good control over the body.	Basic combination of asanas, some flow, some control over the body.	Incorrect combination of asanas, poor flow, no control over the body.		

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4. Evaluation for *Prāṇāyāma*

Sl No	Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)	Points Earned	Teacher's Comments
1.	*Nadishuddhi Pranayama*: Hand Position & Nasal Passage Control	Correct hand position, smooth and even alternate nostril breathing, complete control of nasal passages.	Mostly correct hand position, good alternate nostril breathing, good control of nasal passages.	Basic hand position, some difficulty with alternate nostril breathing, partial control of nasal passages.	Incorrect hand position, significant difficulty with alternate nostril breathing, little to no control of nasal passages.		
2.	*Brahmari Pranayama*: Humming Sound & Duration	Produces a clear, consistent humming sound for the appropriate duration, maintains focus.	Produces a mostly clear humming sound for a reasonable duration, good focus.	Produces an inconsistent humming sound for a short duration, some focus.	Struggles to produce a humming sound or maintain it, poor focus.		

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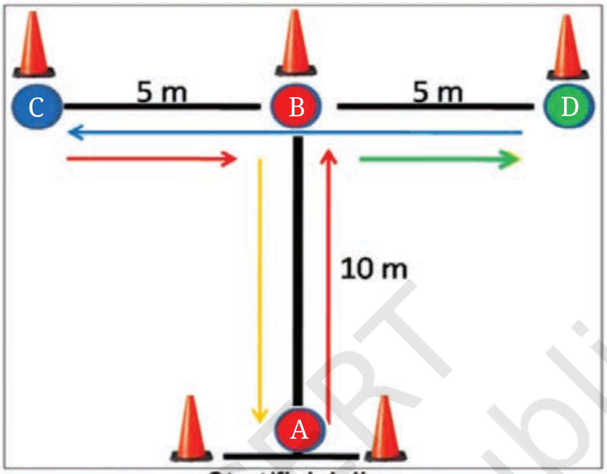
Annexure

T-Test for Agility (Fitness Test Procedure)



Purpose

The **T-Test** measures **agility**, **speed**, **and body control**, which are important for sports and overall fitness.

Equipment Needed

- Four cones or markers
- A stopwatch
- A flat surface (like a gym floor or open field)

Setup

1. Place the cones in a T-shape as follows:
   - Cone A (starting line)
   - Cone B (10 meters straight ahead of A)
   - Cone C (5 meters to the left of B)
   - Cone D (5 meters to the right of B)

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Procedure

1. Start at Cone A in a ready position.
2. Sprint forward to Cone B and touch it with your right hand.
3. Side-shuffle left to Cone C and touch it with your left hand.
4. Side-shuffle right to Cone D and touch it with your right hand.
5. Side-shuffle back to Cone B and touch it again.
6. Run backward to Cone A as fast as possible.
7. Stop the timer when the participant crosses Cone A.

Scoring

- Record the time (in seconds) taken to complete the test.
- Faster times indicate better agility.

Guidelines for Accuracy

- Keep feet parallel during side shuffles.
- Ensure proper hand touches at each cone.
- Perform 3 trials and take the best time.

Cardiovascular Endurance

Meter Run/Walk Test

The 600 Meter Run/Walk Test measures cardiovascular endurance and assesses how well a person can sustain moderate to high-intensity activity over a short distance.

Equipment Needed

- Stopwatch
- Measuring tape (if the track is not pre-marked)
- Flat running surface (track or open field)
- Cones or markers (to indicate start and finish points)

Procedure

1. Warm-up: Perform 5–10 minutes of light jogging and stretching.
2. Starting Position: Stand behind the start line in a ready position.

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3. Go! Start running or walking as fast as possible when the instructor gives the signal.
4. Maintain a steady pace and try to complete the 600 meters without stopping.
5. Finish Line: Stop the timer as soon as the participant crosses the finish line.
6. Record the total time taken to complete the 600 meters.

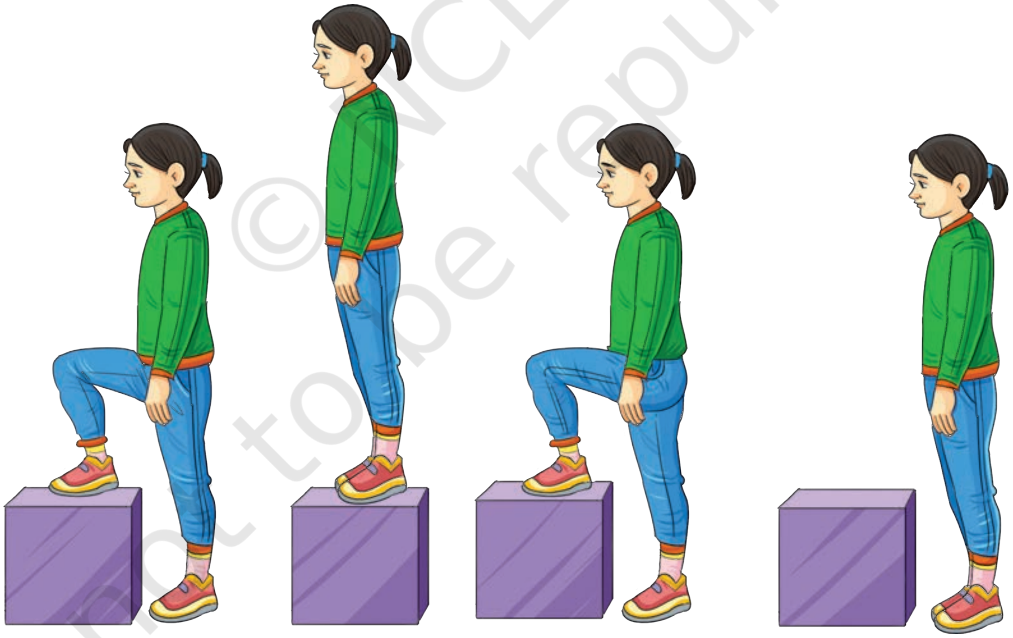
Scoring

- The time is recorded in minutes and seconds.
- Faster times indicate better endurance.
- Compare improvement over time instead of using fixed benchmarks.

Guidelines for Accuracy

- Encourage steady pacing—don't sprint too fast at the start.
- Use the same track and conditions for retests to ensure consistency.

3-Minute Step Test



Purpose

The 3-Minute Step Test measures cardiovascular endurance by evaluating how quickly the heart recovers after exercise.

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Equipment Needed

- A 12-inch (30 cm) step or bench
- Stopwatch
- Metronome or music with a 96 beats-per-minute (bpm) rhythm
- Heart rate monitor (optional) or manual pulse counting

Procedure

1. Warm-up: Perform light stretching and jogging for 5 minutes.
2. Step Pattern:
    - Step up with one foot.
    - Step up with the other foot.
    - Step down with one foot.
    - Step down with the other foot.
    - Maintain a steady up-up-down-down rhythm.
3. Step to the Beat:
    - The pace should be 96 steps per minute (24 complete steps per minute).
    - Continue stepping for 3 minutes without stopping.
4. After 3 Minutes:
    - Sit down immediately.
    - Wait 5 seconds, then measure your pulse for 1 full minute.
    - Count beats at the wrist (radial artery) or neck (carotid artery).
5. Record your heart rate (beats per minute).

Scoring

- Lower heart rates indicate better cardiovascular fitness.
- Compare results with previous tests to track improvement.

Guidelines for Accuracy

- Use a consistent stepping speed.
- No extra movements—keep the upper body relaxed.
- Use the same step height for all tests.
- Ensure proper posture and breathing throughout.

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Strength & Muscular Endurance

Push-ups Test (Maximum Reps in 1 Minute)

Purpose

The Push-up Test measures upper body strength and endurance, focusing on the chest, shoulders, and triceps.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to count reps and check form

Procedure

1. Starting Position:
    - Place hands shoulder-width apart on the floor.
    - Keep your body straight from head to heels.
    - Feet should be together or slightly apart.
2. Performing the Push-up:
    - Lower your chest until it's about 90 degrees at the elbows or until it nearly touches the ground.
    - Push back up to full arm extension.
    - Keep a steady pace—no stopping!
3. Counting Reps:
    - Only correct form counts.
    - If the body sags or hips rise too much, that rep does not count.
4. Test Duration:
    - Perform as many push-ups as possible in 1 minute.

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Scoring

- Record the total number of correct push-ups.
- Compare results over time to track improvement.

Guidelines for Accuracy

- No faulty movements—only full push-ups count!
- Keep body straight (avoid sagging or bending knees).
- Use the same testing method for all students (standard push-up or modified knee push-up for those who need it).

Squat Test (Maximum Reps in 1 Minute)

Purpose

The Squat Test measures lower body strength and endurance, targeting the quadriceps, hamstrings, glutes and core.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to count reps and check form

Procedure

1. Starting Position:
   - Stand with feet shoulder-width apart.
   - Keep your chest up and back straight.
   - Hands can be on hips or extended forward for balance.
2. Performing the Squat:
   - Lower your body until thighs are parallel to the ground (90-degree angle at knees).
   - Keep knees aligned with toes (avoid knees collapsing inward).
   - Push back up to the starting position.
   - Maintain a steady rhythm—no pausing!

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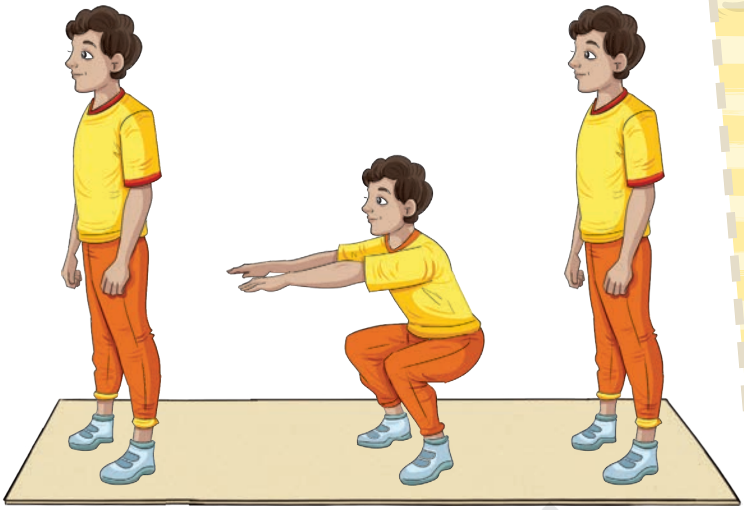
3. Counting Reps:
   - Only correct squats count.
   - If depth is too shallow or form is incorrect, the rep does not count.
4. Test Duration:
   - Perform as many squats as possible in 1 minute.



Scoring

- Record the total number of correct squats.
- Compare results over time to track improvement.

Guidelines for Accuracy

- Keep heels on the ground—no tiptoeing.
- No bouncing or half-squats—thighs must reach parallel.
- Use the same testing conditions for consistent results.

Plank Hold Test (Maximum Time)

Purpose

The Plank Hold Test measures core strength and endurance, engaging the abdominal muscles, lower back, shoulders and legs.

Equipment Needed

- Flat surface (gym floor or mat for comfort)
- Stopwatch
- Partner or instructor to track time and check form

Procedure

1. Starting Position:
   - Get into a forearm plank position:
   - Elbows directly under shoulders.

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- Arms bent at 90 degrees.
- Keep your body straight from head to heels.
- Feet should be hip-width apart.

2. Performing the Plank:
   - Hold the plank position for as long as possible.
   - Maintain proper form—no sagging hips or raised buttocks.
   - Breathe normally throughout.
3. Ending the Test:
   - The test ends when the participant can no longer hold proper form or chooses to stop.
   - Record the total time held (in seconds or minutes).

Scoring

- Record the longest time the plank is held.
- Compare results over time to track improvement.

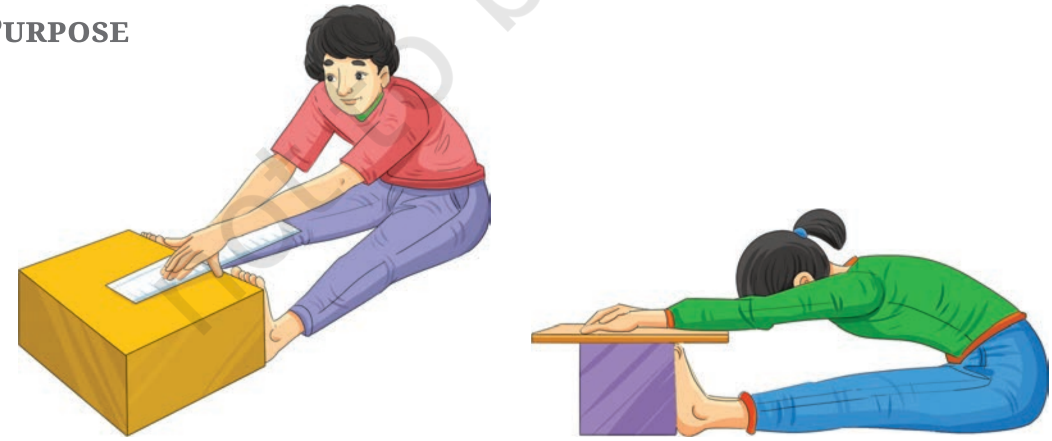
Guidelines for Accuracy

- Keep the body in a straight line—no arching or drooping.
- Ensure elbows remain under shoulders for balance.
- Use the same testing conditions each time for consistency.

Flexibility

Sit-and-Reach Test (Flexibility Measurement)

Purpose



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The Sit-and-Reach Test measures hamstring and lower back flexibility. Good flexibility in these areas helps with posture, injury prevention, and overall mobility.

Equipment Needed

- Sit-and-reach box (or a ruler/tape measure placed on the floor)
- Flat, non-slippery surface
- Partner or instructor to measure the reach

Procedure

1. Starting Position:
   - Sit on the floor with legs fully extended and feet flat against the box (or with heels 12 inches apart if using a ruler).
   - Keep knees straight and feet flexed (toes pointing upward).
2. Performing the Test:
   - Reach forward slowly and steadily with both hands.
   - Keep hands one on top of the other and palms facing downward.
   - Hold the stretch for at least 2 seconds at the farthest point.
   - No bouncing or jerky movements—it must be a smooth reach.
3. Measuring the Reach:
   - Measure the distance from the starting point (toes = 0 inches) to the farthest reach.
   - If the fingertips do not reach the toes, record a negative score (e.g., -3 inches).
   - If the fingertips go beyond the toes, record a positive score (e.g., +4 inches).
4. Best of Three Attempts:
   - Perform three trials and record the best score.

Guidelines for Accuracy

- No bending knees—they must stay straight throughout.
- Ensure a smooth reach—no bouncing.
- Use the same testing method for accurate comparison over time.

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Speed

Purpose

The 50 Meter Sprint Test measures speed and acceleration, assessing how quickly a person can cover a short distance.

Equipment Needed

- Flat, non-slippery running surface (track or field)
- Measuring tape (to mark 50 meters)
- Cones or markers (for start and finish lines)
- Stopwatch
- Partner or instructor to time the sprint

Procedure

1. Warm-up: Perform dynamic stretching and light jogging for 5–10 minutes.
2. Starting Position:
   - Stand behind the starting line in a ready sprint stance.
   - One foot should be slightly in front of the other.
   - Arms bent at 90 degrees and body leaning slightly forward.
3. Sprint Execution:
   - Run as fast as possible from start to finish.
   - Maintain good sprinting form (knees high, arms swinging).
4. Timing the Sprint:
   - Stopwatch starts when the runner begins moving.
   - Stopwatch stops when the runner torso crosses the finish line.
5. Recording the Time:
   - Record the best time from two trials (allowing enough rest between attempts).

Guidelines for Accuracy

- Ensure a standing start (no rolling starts).
- Use the same timing method for all students.
- Run in proper footwear to avoid slipping.

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UNIT 1

Importance of Physical Education and Well-being

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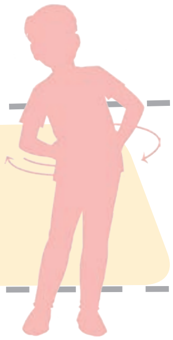
In this unit, we will discover how regular physical activity can make us feel good and help us get along with others.

Here's what we will do:

1. **Games and Fun Activities:** We will play lots of fun games and have interesting discussions.
2. **Looking after each other:** We will learn to stay together, grow together and be happy for each other. We will also learn and explore how doing all that can make us happier, physically & mentally stronger and more successful.
3. **Safety First:** We will find out ways to: • stay safe while playing • avoid injuries • create a healthy environment for everyone.

There are some traditional games which are best to inculcate different values and cultural understanding. Also, they help in making a player fit and alert. Let's explore!

Ice Water



Ice Water is a traditional game of togetherness. In this game, while having fun you will rescue teammates and support each other, despite being on standby. Play and enjoy!

Warm-up	Activity	Cool-down	Circle Time
Torso Twist Squat Quadriceps Stretch	Ice Water	Floor Touch Calf Stretch Side Lunges Stretch	Being Together

How to play?

- Select a "Denner" who will chase other players in the game.
- If a player gets tagged 'ice' by the Denner, then that player must immediately freeze (stand still) at that place.
- To unfreeze a player, another player has to touch that player (frozen player) and say 'water'.
- The game can continue until all the players are frozen or till the game time is over.
- If one player gets tagged 'ice' more than three times then that player will become the Denner.

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Circle Time – *Being Together*

Discuss with your classmates, how will you feel if you are not allowed to play for the next 7 days and why?

Playing together makes you feel good and gives you joy.

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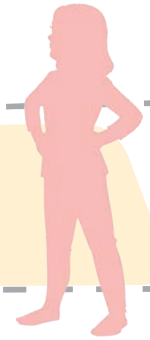

Seven Stones

Seven Stones is a local game played across India with different names. Such as *Satolia, Lagori, Pitthu, Norgoloi*, etc. It combines elements of agility, strategy, and teamwork, making it a popular outdoor activity enjoyed by both children and adults. Let's play and grow happily together!

Warm-up	Activity	Cool-down	Circle Time
Side Walk Back Walk Jogging Drills	Seven Stones	*Pashchimottanasana*	Growing Happily

How to play?

- Make two teams.
- Pile stones one on top of another and mark a line approximately 15 feet away from the stack.
- The first team will send a player to strike the stack in three chances.
- The fielding team places one player on the other side of the stack and if this player catches the ball directly thrown by the first team player, then that player will be out.
- The player from the first team will strike the stack and their teammates will run to put back the stack and yells *lagori, satolia* or *pitthu* or any other name of the game that is popular in the area.

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- If any player is striked out from the ball by the fielding team, then that player will be out and the game resumes.
- If the team yells before stacking all the stones, the full team will be out.
- And if the striking team put the stack back and yells before anybody gets out then they will get one point for that.

Circle Time – *Grow Happily*

Prepare a list of things you liked the most and the things you didn't enjoy at all, while playing the game of *Seven Stones*.

Playing helps you to be active and stress free.

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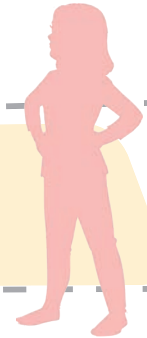
Aerobic Exercises



Aerobic Exercises are activities that increase heart rate and breathing for long periods. In these activities, we will learn to have fun while exercising. Let's explore different combinations of fun exercises!

Warm-up	Activity	Cool-down	Circle Time
Leaping and skipping jumps Hip and Pelvic Muscle Stretch	Aerobic Exercises	Arm Swingings Shoulder Shrug	Growing Strong

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How to play?

- Aerobic exercises combine rhythmic dancing moves with energetic music to create a dynamic and entertaining aerobic workout that requires oxygen for extended periods and hence, promotes heart health, endurance, and general fitness. Explore different aerobic exercises with the help of your teacher.

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Circle Time – *Growing Strong*

Write a note on how regular aerobic exercises reduce panting.

Bones and muscles grow stronger if you exercise regularly and eat healthy food.

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Follow Me

Remember how we enjoy mimicking some character or person? It is fun to do with movements as well. Follow Me is a game of mimicking. Let's make a mirror image of each other's movement and have fun!

Warm-up	Activity	Cool-down	Circle Time
Sliding and Galloping Knee Hug and Quadriceps Stretch	Follow Me	Forward Lunges and Backward Lunges	Helping each other

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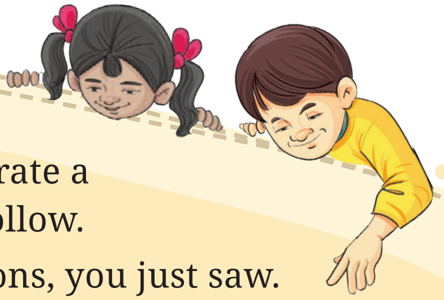
How to play?



- Select one member who will demonstrate a different movement and others will follow.
- Now imitate the movement or directions, you just saw. For example, animal walks, body rolls, jumps, stretches, balance on one leg.
- Switch the role after a set time. Ensure everybody gets the chance to demonstrate different movements.

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Circle Time – *Help each other*

Share an instance with your classmates where you went out of the way to help someone, although that was inconvenient for you but you still felt good about it. Why?

Playing together helps in creating an emotional and social bond. You share values like fair play, following rules and respecting each other's performances.

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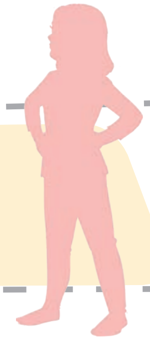
Number Game



Number Game has been adopted from the local game *Rumaal Jhapata*. Recall when you played the game with your friends.

Warm-up	Activity	Cool-down	Circle Time
Squat Floor Touch Calf Stretch	Number Game	Overhead Triceps Stretch Side Lunges Crossed-leg Toe Touch	Treating each other well

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How to play?

- Form a circle. Make two teams.
- Place a cone or marker in the centre.
- Players from both the teams will be assigned with same numbers. For example: 1 to 10 to team A and 1 to 10 to team B.
- Start moving in the circle as instructed by the teacher like jogging clockwise, jogging anti-clockwise, frog jump.
- While moving, teacher will call out a number. Any two players assigned with same number will approach the marker. One who touches the marker gets one point.
- The team with maximum points will win.

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Circle Time – *Treat each other well*

Share your opinion, what will you do if you see someone being treated badly during the play time.

Treat others, the way you wish to be treated.

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Hula Hoop Jump

Hula Hoop Jump is a game played using a ring. Learn to jump, manipulate and coordinate your body with the ring and be happy for each other.

Warm-up	Activity	Cool-down	Circle Time
Shoulder Circles Groin Stretch Hip Circles	Hula Hoop Jump	Torso Twist Floor Touch Hamstring Stretch	Learn to be happy for each other

How to play?

- Make multiple teams.
- First player in each lane will get the hula hoop. Each lane will have one hula hoop, each for one player.

Appreciate the effort and not the outcome of the game.

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- Hoops will be placed on the ground in front of you.
- Start the race by jumping inside the hula hoops with both your legs.
- Lift the hoop off the ground and place it in front of you. Then jump again landing with both feet together.
- Repeat the process until you reach the end point.
- Run back towards the starting line and pass the hoop to your teammate.
- The team that finishes first will win the game.

Circle Time – *Learn to be happy for others*

- Imagine you won a game and everybody was cheering for you, narrate your reaction in the form of a poem.
- Have you ever appreciated the opposing team players for their performance?

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UNIT 2

Motor Fitness

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In this unit, we will learn about the importance of fitness. We will also understand that being fit can help us to be healthy and strong. Here are a few things we can do to be fit:

1. Endurance: We will do fun activities that will help us to play longer without getting tired.
2. Building strength: We will get stronger with regular exercise. It will build our muscles and bones.
3. Becoming flexible: When we stretch and move in guided ways, our bodies will become flexible.
4. Learning balance: When we practice being steady while playing and exercising, we also learn to balance our body.

Let's get moving and explore fitness with fun!

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Introduction to Motor Fitness

Motor Fitness refers to the ability of our body's muscles and nerves to work together effectively and efficiently. It involves skills like coordination, balance, agility, and reaction time. Good motor fitness helps us to perform daily tasks and activities easily and with control. But before we do any activity, we need to understand the concepts and techniques of warm-up, cool-down and stretching. Let us start our journey of fitness with the right first step!

Why is warm-up important?

Warming up prepares the body for an activity, by raising the body temperature and heart rate which improves physical efficiency and performance. Warming up, stretching muscles and moving joints prior to an activity minimises the risk of injury.

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How to warm-up?

For approximately 5–10 minutes engage in any progressively light to intense grade exercise related to the sporting activity can be performed. For example, football kick, rugby ball passing, lifting light weights, shadow boxing, etc., followed by general exercises such as jogging, shuttle runs, high knee sprints can be perfomed. Once you start feeling energised, stretching exercises must be performed prior to commencing the sport or activity.

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Why should we stretch?

Stretching exercises are recommended before and after participating in any sport as they prepare the body for the forthcoming physical activity by enabling joints to move through their full range of motion. Pre-stretching reduces the risk of injury and post-stretching helps in recovery.

How to stretch?

Keep your body relaxed. During stretching, concentrate on taking slow and deep breaths. Flexibility improves when the mind and muscles are relaxed. Everyone's ability to move and flexibility varies as they depend on physical characteristics, fitness levels and age. Always remember to stretch within your limitations and do not try to compete.

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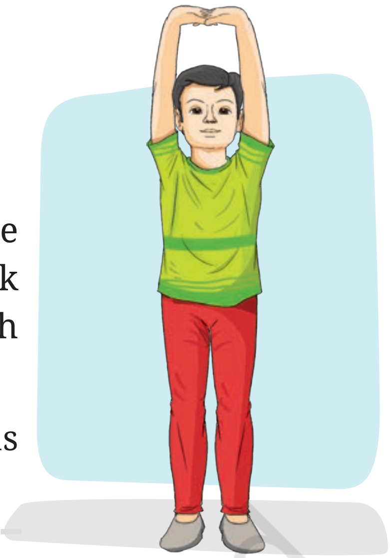
Some Stretching Exercises

Overhead Arm Stretch



Stand straight with a gap between your feet. Now raise both arms simultaneously upwards and then lock fingers of both hands. Push your arms upwards with palms facing the sky, as shown in the picture.

Variation: Lean forward and backward whilst arms outstretched.

Rear Shoulder Stretch

Stand straight with your feet joined together or closer to each other. Move your arms towards your back and try to join them backwards. Now lock your fingers of both the hands and push your arms backwards as far as possible.

Variation: Lean forward whilst pushing hands backwards to increase intensity.

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Overhead Triceps Stretch

Stand straight with gap between your feet. Raise your arms upward. Bend one of your arms from elbow behind the neck. Hold it from elbow with the other hand and pull sidewards. Repeat the same with the other arm.

Variation: Bend your upper body in the direction of the pull.

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Chest Stretch

Stand straight with a gap between your feet. Now raise both your arms like an open hug posture and then stretch both your arms as much as possible, so that you can feel the stretch of your chest. Swing them backwards as far as possible.

Variation: Bend your elbows to form almost 90-degree angle and do the same stretch.

Hip Circles

Stand straight with a gap between your feet. Then put both hands on the sides of your waist. Now rotate hips forming large circles in both clockwise and anti-clockwise direction keeping the legs straight as shown in the picture.

Variation: Place your hands straight on your sides and bend sideways alternately letting your hands slide sliding hand towards your knee one after the other.

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Torso Twist

Stand straight with feet shoulder width apart. Raise both the arms parallel to the ground and rotate your upper body using your hands and shoulders while keeping your lower body still. Repeat it in the other direction.

Variation: Raise your arms above your head and do the same twist.

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Squat

Stand straight with a gap between your feet. Now raise both the arms up and place them with crossed fingers at the back of your head. After that, slowly lower your body as if you are sitting on an invisible chair while keeping your head straight with the same position as above and keeping your back straight.

Variation: Change the position of your arms to increase or decrease the difficulty level.

Quadriceps Stretch

Stand straight with gap between your feet. Now balance on one leg and move the other leg backwards. Hold the ankle of the leg bent backward and pull it towards your hip as close as possible. Repeat the same with the other leg.

Variation: Lean your body forward while doing the same stretch.

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Floor Touch

Stand straight and keep your feet apart. Raise both arms straight upwards, parallel to each other, adjacent to both ears, as if each earlobe is covered by both inner arms. Now, slowly lean forward in the same position and try touching the floor with both palms without bending your knees.

Variation: Stay in the stretch and move your palms on the floor forward and backward.

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Calf Stretch

Stand straight in front of a wall at an arm length. Placing both hand on the wall. Now place one foot in front of the other and slightly bend the knee of that leg. You must ensure that the heel of your back leg is touching the floor. Feel upper calf stretch in the back leg.

Variation: Move your back leg further backwards to increase the stretch.

Crossed-leg Toe Touch

Stand straight with both feet joined together. Now cross one of the legs without bending. The leg which is crossed should be slightly ahead of the other leg. Lower your upper body to touch the toe of the crossed leg with both the arms.

Variation: You may stand on heels with crossed leg while staying in the stretch.

Crouch-leg Stretch

First, sit down while balancing the body weight on both your knees and on your feet. Now stretch out one leg such that it is completely straight and the toe is raised towards the top, as shown in the picture.

The balance of the other foot should be on the toes entirely and you can touch the floor with both hands for balance.

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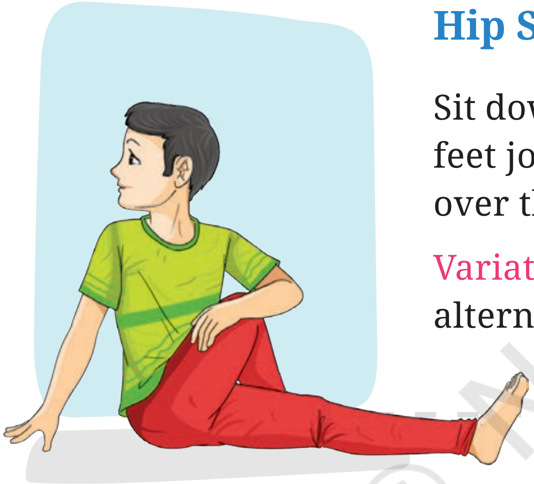
Groin Stretch

Sit down on the floor, one leg crossing over the other. Now gently bring the soles of your feet together. Grab each foot with your hands and place your elbows against the inner thighs. Keep your back straight during this stretch.

Variation: Try the same stretch in supine lying position.



Hip Stretch

Sit down and stretch both the legs straight with the feet joined together. Now bend one leg and cross it over the inner thigh of the other leg.

Variation: Try the same stretch in lying position alternately with single and both legs.

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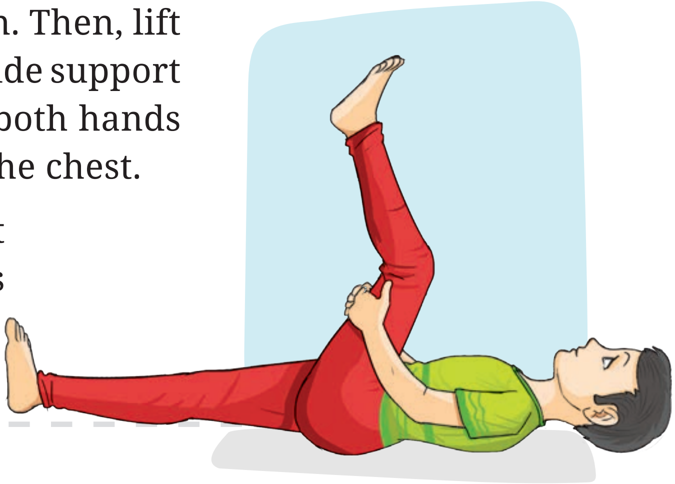
Hamstring Stretch

Lay down on the floor in supine position. Then, lift one leg as shown in the figure. Now provide support to the inner thigh below the knee with both hands and try to pull the bended leg towards the chest.

Variation: Sit with your legs straight in front of you. Try to reach your toes without bending your knees.



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Abdomen Stretch

Lay down on your stomach. Place your hands on the floor next to your ears. Now lift your upper body with the support of your arms and straighten the arms completely so that the shoulders are parallel to the earlobes.

Variation: Stay in the position and try to lift both legs together.

Why cool-down?

Cooling down brings the body to the rest systematically by lowering the body temperature and heart rate in a controlled manner. It also presents an opportunity to reflect on your performance, calm down and relax.

How to cool-down?

After the physical activity gently stretch your body for 5–10 minutes. Perform the exercises as illustrated above focusing on relaxing the muscles from head to toe. Include deep breathing exercises for relaxation.

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Obstacle Race

Obstacle Race is a challenging event where participants run through a course filled with various obstacles. It tests their strength, agility and endurance.

Warm-up	Activity	Cool-down	Circle Time
Overhead Arm Stretch Crossed-leg Toe Touch Rear Shoulder Stretch	Obstacle Race	Groin Stretch, Head to Knee Stretch Abdomen Stretch	Identify a physical injury

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How to play?

- Make two teams. Arrange cones and hula hoops in a straight line.
- First player in the lane will start the race by running across the cones (zig-zag) followed by hopping inside the hula hoops and then running back to the starting line, and single clapping the next teammate's hand.
- This sequence will continue till the last teammate completes the course.
- The team that finishes first wins the game.

Circle Time – *Identify a physical injury*

- Identify the distress signals and report physical injury to your teacher such as discomfort in movement, bruises and rashes, blood, intense pain, facial expressions, etc.
- Share a moment when you kept trying to complete a task in a game despite the fact that the game was difficult.

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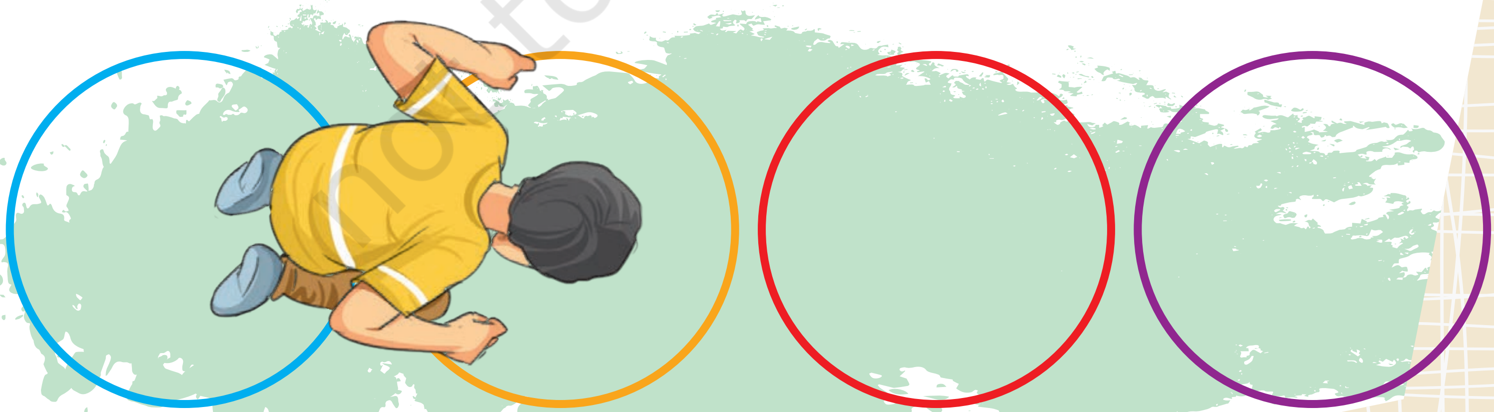

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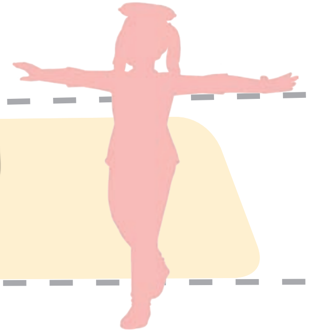
Balancing Act



Balancing Act involves maintaining stability and control. It requires coordination and concentration to prevent falling. For example, Lemon and Spoon Race, Balancing a stick on fingers, etc. Let's try balancing act.

Warm-up	Activity	Cool-down	Circle Time
Chest Stretch Hip Circles Floor Touch	Balancing Act	Calf Stretch, Head-to-Knee Stretch Hamstring Stretch	Balancing

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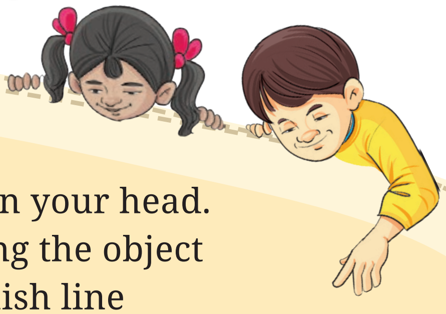
How to play?



- Place any soft small object on your head. Walk straight while balancing the object on the head from start to finish line without dropping the object. The one to finish first will be the winner.

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Circle Time – *Balancing*

Identify the movements of the body parts which helped you in balancing the object on your head.

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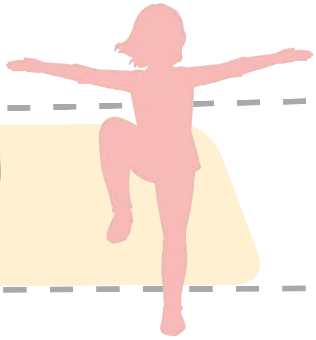
Shivam Says



Shivam Says is a game that tests listening skills and quick reactions.

Warm-up	Activity	Cool-down	Circle Time
Rear Shoulder Stretch Shoulder Circles	Shivam Says	Overhead Triceps Stretch Side lunges Cross-legged Toe Touch	Feel the muscle stretch

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How to play?

- Stand in a circle at a certain distance from each other.
- Follow the commands of your teacher.
- The command will start with “Shivam says”.
- For example, Teacher commands “Shivam says, touch your toes”. You have to follow the command and hold that position until the next command is given. Feel the stretch in your muscles.

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Circle Time – *Feel the muscle stretch*

Do this circle time while performing any activity. Hold the position and feel the muscle stretch involved while performing that specific activity.

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Collaborate and Conquer

Collaborate and Conquer highlights the benefits of teamwork, strategy and helping each other.

Warm-up	Activity	Cool-down	Circle Time
Shoulder Circles Floor Touch Groin Stretch	Running Between the Cones	Hamstring Stretch Calf Stretch Cross-legged Toe Touch	Helping Others

How to play?

- Form two teams with five players each and a captain.
- Each team captain has to arrange all the cones in a given period of time.
- Remove the cones after recording the time.
- Then all the players from both the teams will arrange the same cones as shown in the picture in a given period of time.
- Before playing, teams should discuss the strategy for 1–2 minutes.
- The team that finishes first wins the game.

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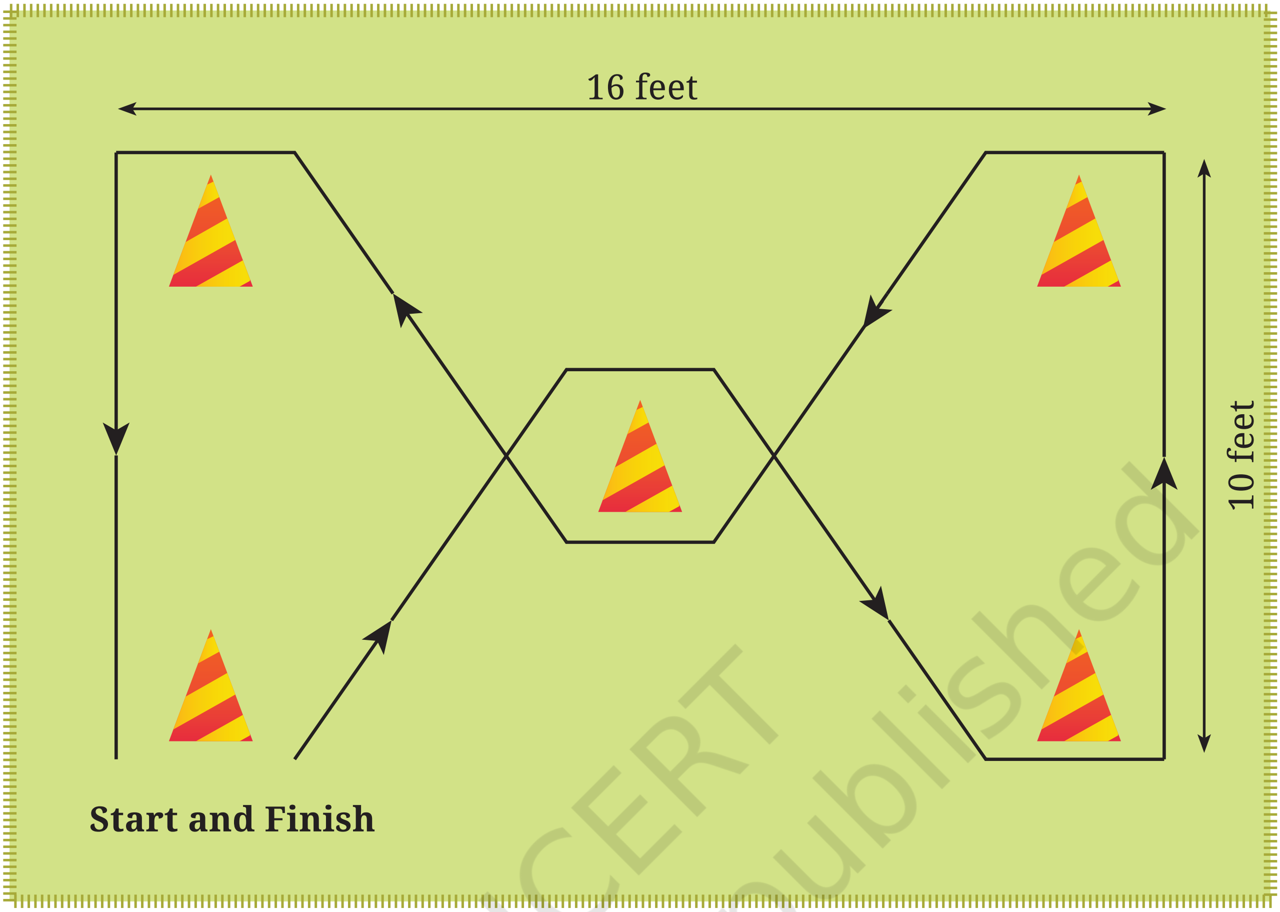

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Circle Time – *Helping others*

- Compare the time taken by the captain and the team. What do we learn from that observation?
- How can you use the learning of today's activity in helping your teacher?

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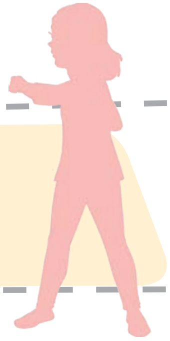
Grab the Ball



Grab the Ball is a variation of *Rumaal Jhapatta* wherein we will learn to be agile, attentive, work on our movement time, and spot the opportunities all together.

Warm-up	Activity	Cool-down	Circle Time
Rear Shoulder Stretch Overhead Arm Stretch Squat	Grab the Ball	Floor Touch Hip Circles Abdomen Stretch	Appreciating others

How to play?

- Form two groups — A and B. Make a large circle. Inside the circle draw a smaller circle and place a ball inside the small circle.
- Numbers will be assigned to each player randomly.
- One player from each team will be assigned the same number.
- All players will start jogging outside the circle.
- When the teacher calls out a number. Both the players assigned that number will run to pick up the ball.
- Player who picked the ball should get out of the larger circle without being touched by the opponent.
- The player who returns with the ball successfully wins one point for the team.
- The team with maximum points will win the game.

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Circle Time – *Appreciating others*

- Share one good quality of the opposing team player.
- Discuss how it felt while appreciating the opposing team player.

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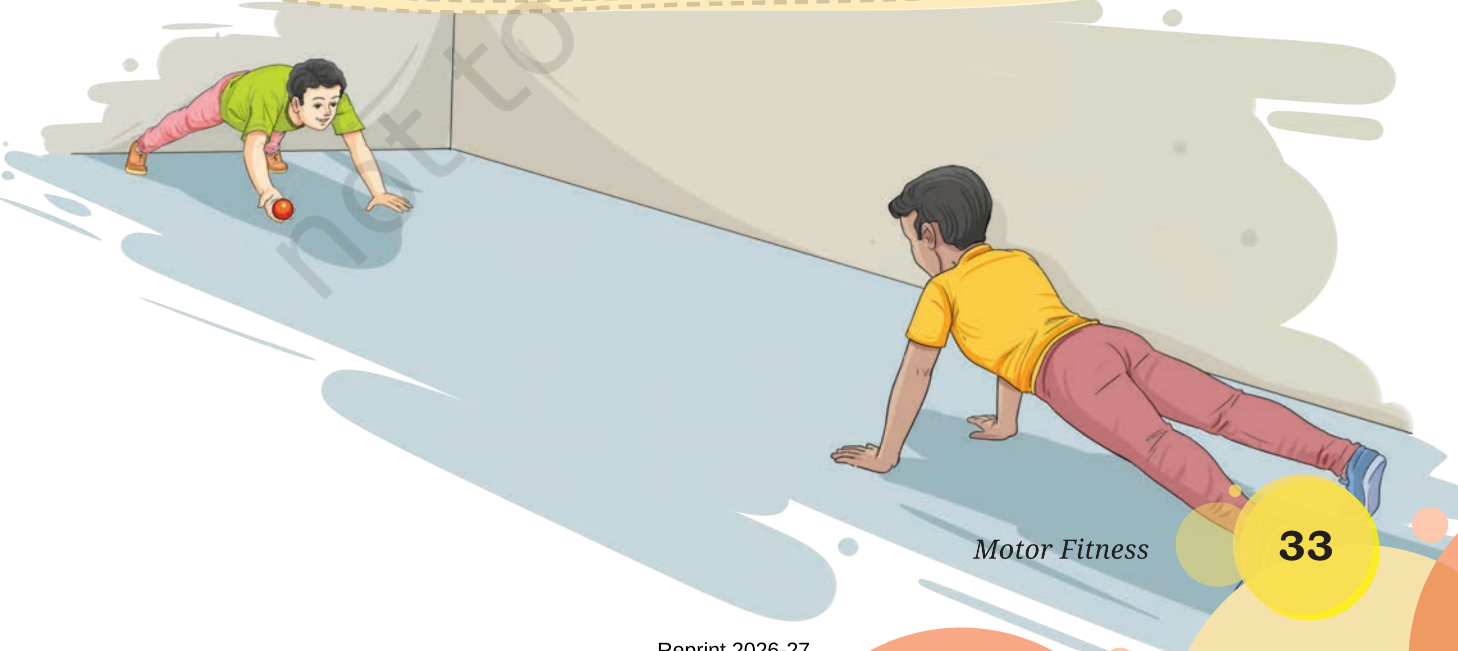
Push-up Position and Pass the Ball

Push-up Position and Pass the Ball is an unconventional game which will help to develop physical strength and mental toughness while having fun.

Warm-up	Activity	Cool-down	Circle Time
Overhead Arm Stretch Rear Shoulder Stretch Overhead Triceps Stretch	Push-up Position and Pass the Ball	Chest Stretch Shoulder Circles Cross-body Shoulder Stretch	Mental Toughness

How to play?

- Make two teams for the game.
- Two players from each team will get down in a standard push-up position, balancing their body weight on their toes and palms facing their partner approximately five metres apart.



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- Each player from both the teams will roll the ball towards their partner alternatively.
- The pair which holds the position for longer duration will be the winner.

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Circle Time – *Mental Toughness*

Express how you felt when you were on the verge of quitting the game. What motivated you to maintain the position?

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Tic-Tac-Toe Dribble Relay

Tic-Tac-Toe is a game generally played on a paper. Have fun and enjoy this along with some physical activity.

Warm-up	Activity	Cool-down	Circle Time
Torso Twist Squat Quadriceps Stretch	Tic-Tac-Toe Dribble Relay	Floor Touch Calf Stretch Side Lunges	Team Spirit

How to play?

- Make two teams and ask them to stand in a queue. Take one minute to collectively discuss your moves.
- On the first whistle, the first member of each team will dribble (slightly bounce) the ball till it reaches the first ring and place it in the empty ring. Then that player shall tap the hand of the next teammate, who will then get a turn.
- Next player will do the same.
- The first team to get three of their marks in a row horizontally, vertically, or diagonally wins the game.
- If all squares are filled without a winner, the game is a draw.

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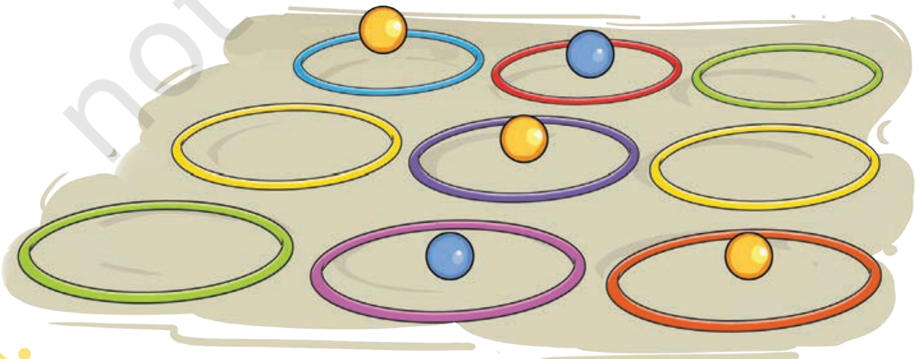
Circle Time – *Team spirit*

Share your experience of collective thinking that helped your team in blocking the opponent's move and progressing your team's move. What do you think can build team spirit among the players in such activities?



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Crocodile Race

Crocodile Race is an interesting game in which we follow the crocodile movement for the development of strength and coordination. Enjoy the game!

Warm-up	Activity	Cool-down	Circle Time
Overhead Arm Stretch Rear Shoulder Stretch Overhead Triceps Stretch	Crocodile Race	Chest Stretch Shoulder Circles Cross Body Shoulder Stretch	Coordination

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How to play?

- Select players in pairs as per their body weight.
- The first member of each pair takes a plank position.
- The second member will grab the ankles of the first member of each team carefully after the first players have established complete body balance on their hands.
- Pairs will start moving forward coordinating with each other's body position.
- Once the pair has reached the end line, switch the role and come back towards the starting line.
- The pair that reaches the starting line first will be the winner.

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Circle Time – *Coordination*

- Identify the mistakes you did during the game and discuss how to improve them.
- Discuss how you maintained coordination and balance with yourself and with your game partner.

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Head, Shoulder, Knee and Ball

Head, Shoulder, Knee and Ball is a local game which aims at developing attentiveness and following instructions at the same time, while enjoying the game.

Warm-up	Activity	Cool-down	Circle Time
Neck Stretch Hip Circles Floor Touch	Head, Shoulder, Knee and Ball	Overhead Arm Stretch Torso Twist Cross-legged Toe Touch	Attentiveness

How to play?

- Mark a straight line on the playground.
- Place balls on that line at one metre from each other.
- Pair up while facing each other and keep appropriate distance to avoid collision while playing.
- The teacher will call the names of different body parts and players have to give prompt response by touching the called-out body part.

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- For example, if the teacher says "head", you have to touch your head, but when the teacher says "grab" you have to grab the ball.
- One who grabs the ball first will be the winner of that round. In case both players grab the ball at same time, it will be a draw.

Circle Time – *Attentiveness*

Share your experience on how you remained focused to give the right response to each call.

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UNIT 3

Fundamental Skills of *Kho-Kho*

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In this unit, we will learn about an exciting Indian sport called *Kho-Kho*. This game is interesting and helps us to work together as a team.

Kho-Kho is a sport where two teams compete. One team tries to tag members of the opponent team while they avoid being tagged. The game involves quick movement, agility, speed, leg strength and teamwork, with players taking turns to defend and chase.

Here's what we will do:

1. Learn and Play: We will have fun sessions where we will learn how to play *Kho-Kho* through interactive games and group exercises.
2. Develop Skills: We will do exciting lead up activities to develop *kho-kho* skills.
3. Work as a Team: We will focus on working together and supporting each other during the game.

Let's get ready to play, learn and enjoy the game of *Kho-Kho*!

Sitting

Warm-up	Skill	Cool-down	Circle Time
On the spot run to fast feet Head-to-Toe Stretch	Sitting	Hamstring Stretch Calf Stretch Crossed-leg Toe Touch	Strength

Sitting

Stance

- Stand at the designated block.
- Look straight.

Execution

- In a block drawn on the ground sit on your toes.
- Place your hands on the ground, forming a bridge with your fingers and thumb.
- Lean a little forward, the body weight should be balanced on both the toes and hands, as shown in the picture.

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Lead-up Activity

Organise competition between players to complete a circuit—20 seconds of *kho-kho* sitting stance, followed by 10 metres of frog jump and 10 metres of duck walk.

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Circle Time – *Strength*

- In which body parts did you feel the stress during the activity?
- Discuss activities that will help in developing body strength and stamina.

Did You Know?

Measurement of kho-kho court for sub junior boys/girls is 14 × 24 square metre.

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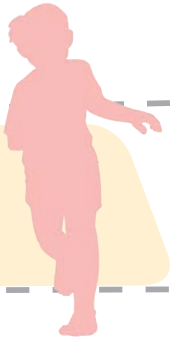
Chasing



Warm-up	Skill	Cool-down	Circle Time
Lower Limbs Rotations High Knee and Butt Kick	Running	Floor Touch Calf Stretch Crouch-leg Stretch	Footwork

Chasing

Initial Position

- Chaser will start from the position (sitting stance) we learned in the previous session.

Footwork

- You should take out your left leg forward first for running in the left direction and right leg for running in the right direction.

Running Technique

- Maintain an upright posture with your head up.
- Swing your arms naturally back and forth.
- Focus on defender.

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Lead-up Activity

Rise and Run: Assemble on a starting line and sit in the *kho-kho* stance. Start running towards the finish line at the sound of the long whistle and sit down on the sound of the short whistle. The teacher will guide the students with every whistle. Sitting and rising on wrong whistle will be a foul.

Circle Time – *Footwork*

- Discuss the footwork that you followed while getting up as described in the skill section.
- Elaborate the basic rules of *kho-kho* in your own words.

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Giving Kho

Warm-up	Skill	Cool-down	Circle Time
Jumping Squat Ankle Stretch	Giving *Kho*	Overhead Arm Stretch Torso Twist Crossed-leg Toe Touch	Anticipating the *Kho*

Giving Kho

Oral and Touch Signal

Kho signal is given by tapping the back of the teammate and shouting *kho* at the same time. At the time of giving *kho* at least one of the legs should be behind the cross lane.

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Kho giving Technique

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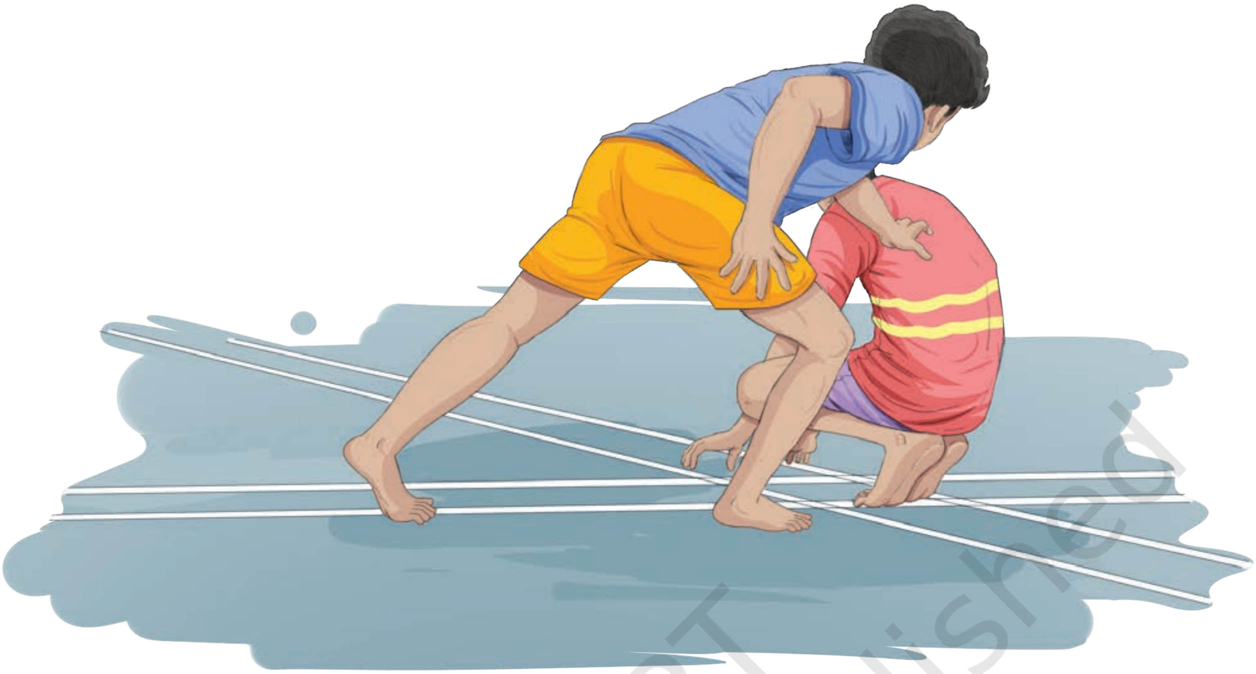
KHO GIVING TECHNIQUE



LEAD-UP ACTIVITY

Form two teams of equal number of players practice giving *kho* in different techniques.

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Circle Time – *Anticipating the Kho*

How did you anticipate while playing *kho-kho* who is going to give you the *Kho*?

Did You Know?

There are 3 types of giving *kho:*

1. Simple touch *kho*
2. Early *kho*
3. Late *kho*

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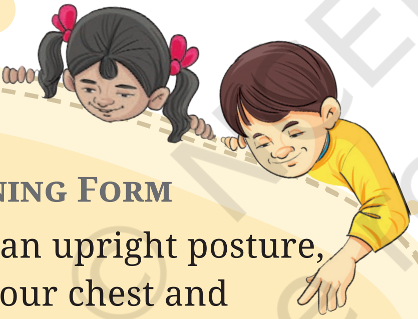
Running on a Straight Line

Warm-up	Activity	Cool-down	Circle Time
Leaping and skipping Jumps Hip and Pelvic Muscle Stretch	Running on a Straight line	*Pashchimottanasana* Camel pose Pigeon pose	Realising mistake and how to improve

Running on a Straight Line



Proper Running Form

- Maintain an upright posture, keeping your chest and head straight.
- Keep the movement of your hands straight and parallel to the ground.

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Acceleration Drills

- Practice drills of taking a quick start and gaining speed swiftly. This will improve your ability to chase swiftly.

Focus on forward movements

- Use markers or cones to prepare the track, and encourage yourself to keep your eyes focused on the end-point to maintain a straight line.

Lead-up Activity

Modified Shuttle Run: Draw parallel lines of 10 metres having 30 cm distance between them. Players will take a sitting stance. On the sound of the whistle they will get up and run straight towards the finishing line, and then come back towards the starting point. In case the feet touch the boundary lines or the body moves sideways, the player has to start again from the beginning. Finally, the one who finishes first wins the race.

Circle Time – *Realising mistake and steps to improve*

Identify and understand the mistake that you probably made while the sound and visual signal for starting the run was given.

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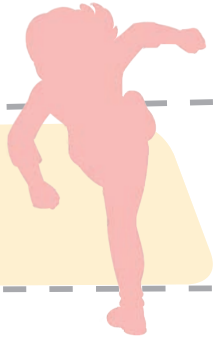
Dodging



Warm-up	Skill	Cool-down	Circle Time
Sliding and Galloping Knee Hug and Quadricep Stretch	Dodging	Forward and Backward Lunges Lower Limbs Rotations	Wrong footing a player

Dodging

Dodging (Defender)

- It is a skill for defender in kho-kho, as it allows them to move quickly and avoid the attempts of the chasers to get them out. Effective dodging involves a combination of quick footwork, agility and strategic movement.

Leaning

- Defender leans their body in one direction and runs in another direction to mislead the chasers about their intended direction. This can create an opening for the defender to slip past the chasers.

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Quick Turns

- Rapid turns and pivots can help you change the direction swiftly, making it difficult for chasers to anticipate your movement.

Changing Speed (Chaser)

- You can move at a consistent pace and then suddenly speed up or slow down to catch your opponent off guard.

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Lead-up Activity

Move to Safety

- Mark a starting and finishing line 20 metres apart. Divide the players in two groups.
- Runners will stand on the starting line and the chasers will be at the centre.
- Runners have to run and dodge the chasers and reach the finishing line without getting tapped or caught.
- The number of people reaching the end-line will be the number of points scored by that team.
- Now change the roles and play again.

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Circle Time – *Wrong footing*

Elaborate your strategy to confuse a player by leaning and dropping your shoulder in one direction and moving in another.

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Zig-Zag Running

Warm-up	Skill	Cool-down	Circle Time
Lower Body Stretching, Lunge Jump, Single and both Legs Drills, Squat Jump	Zig-Zag Running	Pigeon Pose Child Pose Cobra Pose	Reaction Time

Zig-Zag Running

There are two types of zig-zag running that are used in the game of *kho-kho*. One is straight running and the other one is sidewards running.

Start Slow

- Begin with a slow-paced jog or walk through the zig-zag pattern. Focus on the proper footwork and changes in directions.
- Include specific *Kho-Kho* movements, such as, dodging, chasing and tagging in a controlled and gradual manner.

Increase Speed Slowly

- Players should gradually increase the speed of the zig-zag running. The emphasis should be on quick and controlled movements.

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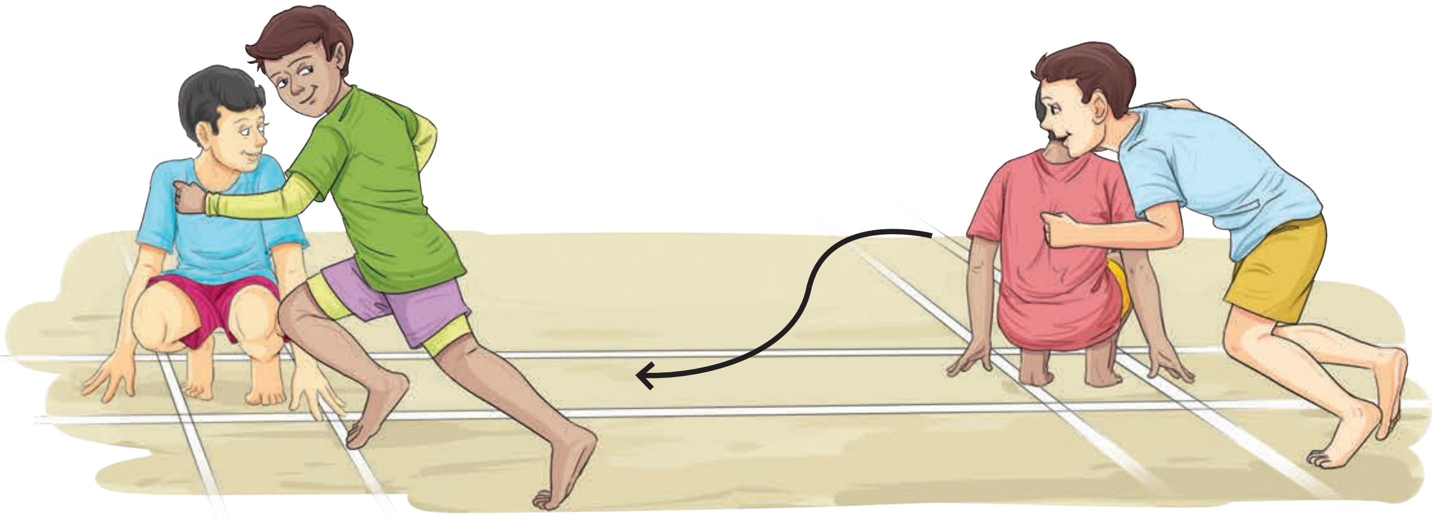

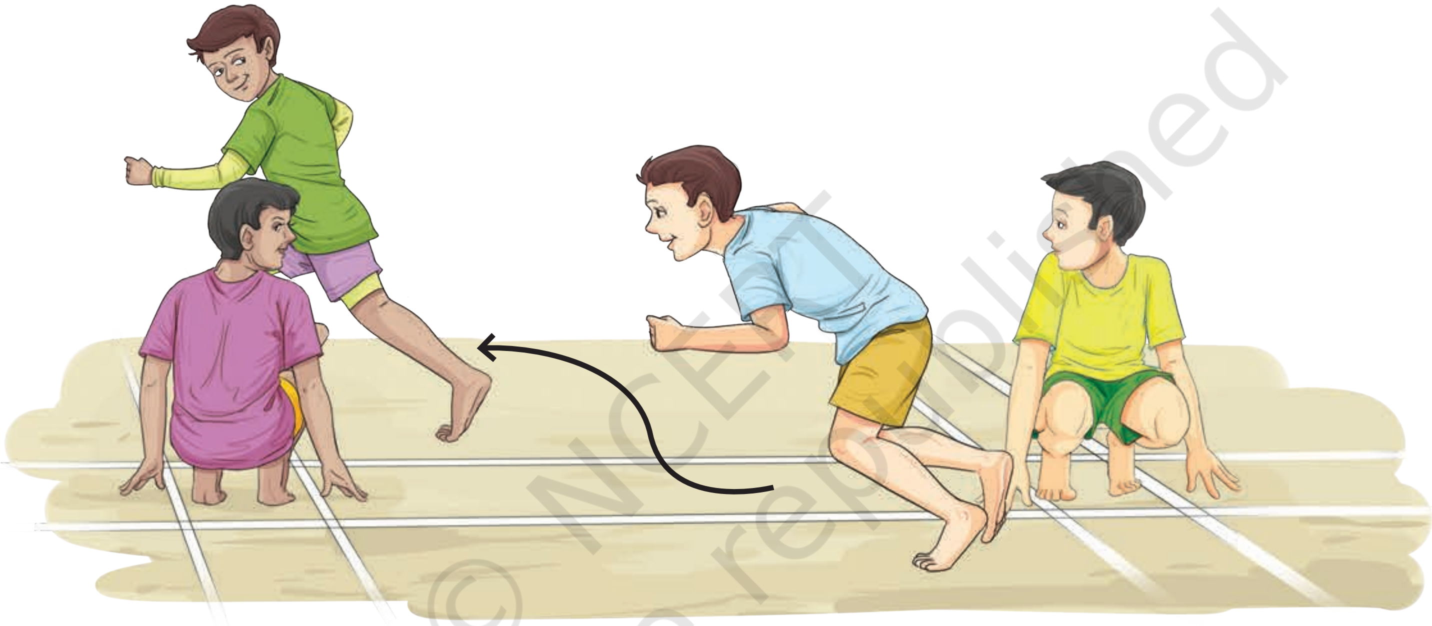

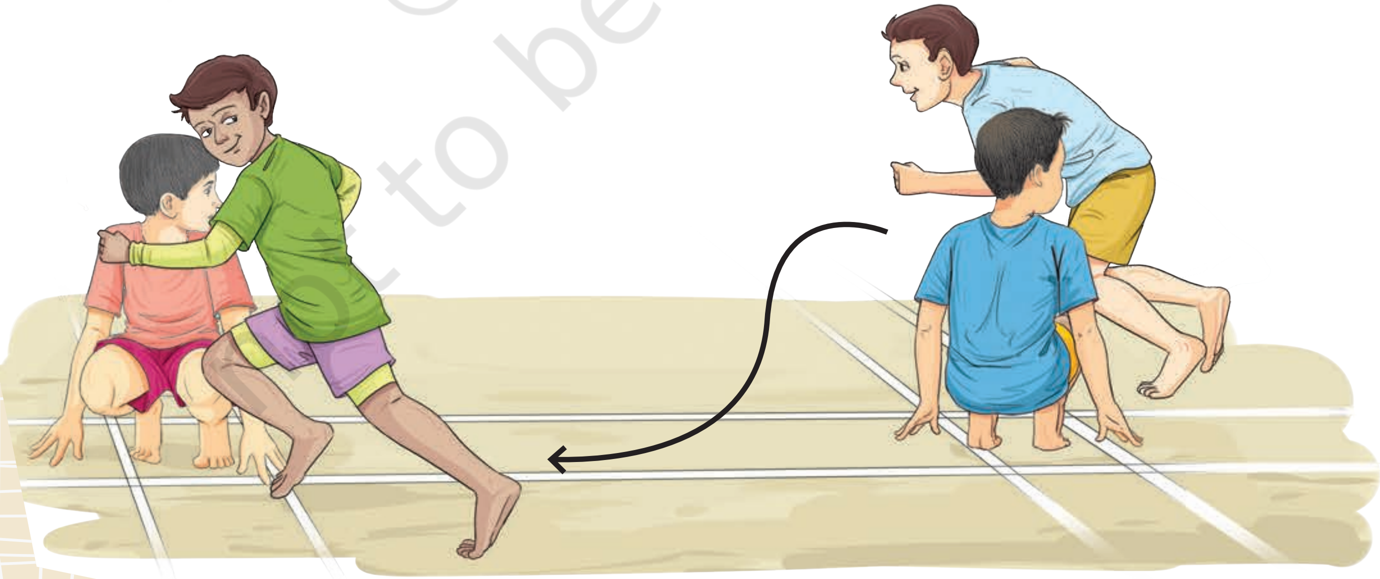

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Lateral Movements (Sideways Movements)

- Practice lateral movements by crossing one foot over the other as you change direction between the cones. This helps in improving agility and coordination.

Randomisations (No Pattern)

- Once players are confident, the teacher will call out directions or use visual cues to prompt random changes in the zig-zag pattern, challenging the participants to react quickly.

Lead-up Activity

Play *Kho-Kho* with single chain pole to pole running skill. The player covering the court in minimum time is the winner.

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Circle Time – *Reaction Time*

Share your experience while playing *kho-kho.* How did you anticipate the random visual signal for starting a movement?

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Pole Turn

Warm-up	Skill	Cool-down	Circle Time
Side Walk Back Walk Jogging Drills	Pole Turn	Bow Pose, Crocodile Pose Wheel Pose	Pole turning technique

Pole Turn

Pole turn is a skill used by the chasers to make quick turns and tag or tap the runners.

Approach the Pole

- As you approach the pole, maintain a controlled and balanced run. Keep your eyes on the pole when you intend to turn around.

Execution

- As you reach the pole, initiate the turn by planting your inner foot (the foot closest to the pole) firmly on the ground.
- Rotate your body in the direction of the turn by using a pivot motion on the planted foot.

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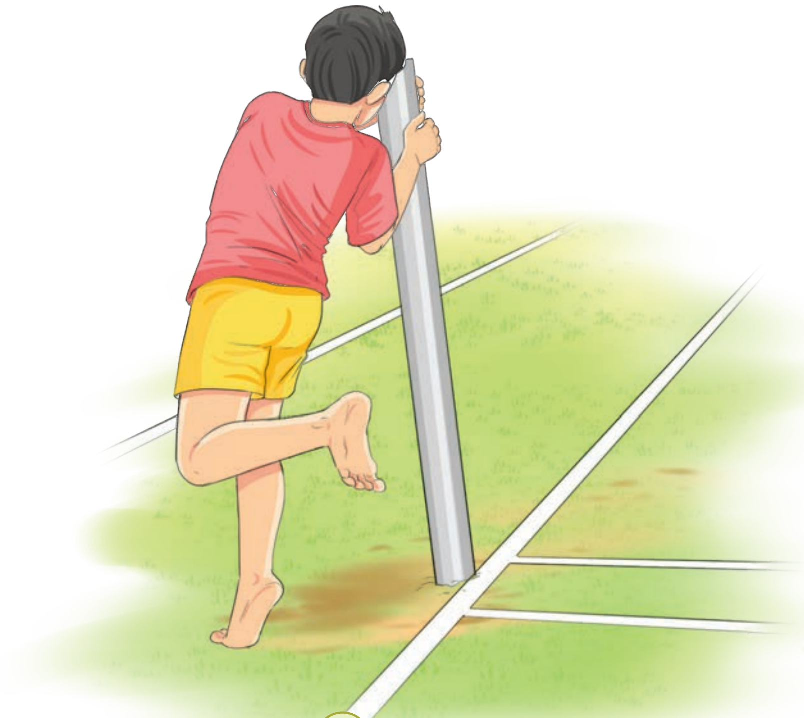

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II

III

IV

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- Simultaneously, swing your free leg around the pole in the desired direction of the turn.

Pushing Off

- As your turn is completed, push off the pole with the direction of the flow.

Lead-up Activity

Pole Shuttle Run: Make two teams A and B. The team that completes the pole shuttle run in the minimum time wins. Ask the team members to sit in a row at a distance of 4 metres apart from the *kho-kho* pole. First player of the Team A runs towards the pole, completes the turn and comes back to give *kho* to the next player. The next player repeats the same. This goes on till all the players have completed the shuttle run. The time is noted both at the beginning and at the finishing ends of the run. Similarly, Team B players will repeat the same.

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Circle Time – *Pole turning technique*

Discuss what happens each time when elbows are flexed and not flexed while making the pole turn.

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Covering Chase

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping jumps Hip and Pelvic Muscle Stretch	Covering Chase	Chest stretch Shoulder Circles Cross Body Shoulder Stretch	Anticipation

Covering Chase

Covering

- Covering helps the player to understand the importance of offensive (chaser) strategies that are in coordination with other players strategies. Also, they will learn the importance of maintaining proper position and effectively pursuing the defender.

Coordinate Movements

- This involves reading the defender's actions and adjusting your approach accordingly. In this skill, the chaser gets up and walks toward the defender on a straight line and whenever the opportunity arises the chaser moves towards the defender by making a straight, left or right move.

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Individual Pursuit Drill

- Practice one-on-one pursuit drills where covering chasers try to chase a single runner. This helps in improving your skills such as speed, timing and the ability to anticipate the runners movements.

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Lead-up Activity

Covering Chase Relay - Make two teams A and B. Team A first lines up for the sitting stance on the centre line. First player from Team A is in the sitting stance and gets a *kho*. Player walks in the cross line, takes 3 steps, attacks towards left and touches the cone placed at a 45 degree angle, makes a left turn and returns to give *kho* to the second player sitting in box number two. All players repeat this till the 8th player does it and comes back to touch the pole. Team B repeats the same. Similarly, same relay can be played by taking a right turn. The team that finishes the relay in minimum time wins the game.

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Circle Time – *Anticipation*

Pictorially elaborate the strategy for covering and chasing, how to anticipate the opportunity for covering and then attack.

Did You Know?

At the time of receiving kho both hands of chasers should be placed outside the centre line.

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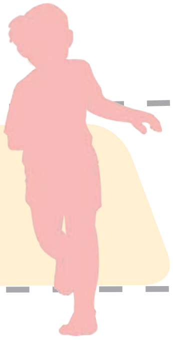
Chain



Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps Hip and Pelvic Muscle Stretch	Chain	Torso Twist Calf Stretch Quadriceps Stretch	Reaction Time

Chain

The Concept

- The team will work together to create a barrier that moves along with the runners. The objective is to corner the runner and prevent them from crossing the centre line.

Position

- Ensure that you understand your designated positions in the chain. Positions will be assigned based on the order in which players are lined up at the start of the match. Each player in the chain has a specific role to play in maintaining the barrier.

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Coordination and Timing

- You need to move together as a unit to maintain a strong defensive formation. Initially, practice the chain in slow motion and just focus on the action.

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Hand and Verbal Signals

- Use hand and sound signal to start the chain. Players should be aware of when to start forming the chain and when to adjust their positions based on the movements of the runners.

Lead-up Activity

Sitting Relay Race: Make two teams having nine members in each team. From each team one player will stand and others will sit in the *kho-kho* stance 2–3 metres apart. The one standing in front of the lanes will start the race by running towards the partner sitting nearest and then gives a pat (*kho*) on their back and the sequence will continue till the last teammate completes the race. The team that finishes first will be the winner.

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Circle Time – *Reaction time*

Elaborate how you anticipated the *kho* and how to reduce the time between the *kho* and standing up for a chase.

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Fake Kho

Warm-up	Skill	Cool-down	Circle Time
Sliding and Galloping Knee Hug and Quadriceps Stretch	Fake Kho	Pigeon Pose Child Pose Cobra Pose	Unpredictable fake kho

Fake Kho

Fake Kho

- Fake is a strategy to mislead the defenders, create openings and gain advantage.

Timing and Unpredictability

- Timing and unpredictability are very crucial when executing fakes. You should be able to seamlessly integrate fakes into your overall game without disturbing the flow of your movements.

Reaction Time Drills

- Set up scenarios where you need to react quickly to cues or signals, incorporating fakes into your responses. This helps in making fakes more natural during the actual game.

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Competitive faking drills

- Organise competitive drills that specifically focus on faking. For example, set up a one-on-one situation where you must use fakes to get past defenders.

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Lead-up Activity

Ace-of-the-fake: Form three to four teams of nine players in each team. Eight players from each team will sit in the *kho-kho* formation and one player will start the game. Target of each team is to give three actual *kho* and two fake *kho* as soon as possible and shout 'Pancham'. The team which finishes first wins the game.

Circle Time – *Unpredictable fake kho*

Discuss ideas on how you can be unpredictable in giving fake kho.

Did You Know?

Fake kho may also used near a pole.

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Pole Dive

Warm-up	Skill	Cool-down	Circle Time
Jumping Jacks and Frog Jump Chest and Back Quadriceps Stretch	Pole Dive	Overhead Arm Stretch Torso Twist Cross-legged Toe Touch	Footwork and safety for pole dive

Pole Dive

Approach

- As you approach the pole, maintain a controlled and steady pace, preparing for the quick movement.

Execution

- Keep your body low to the ground and slightly lean in the direction of the dive.
- As you reach the pole and if you are diving towards left, plant your left foot and grab the pole with right hand to make the dive. If you are diving towards right, plant your right foot and grab it with you left hand to perform the dive.
- Use your free arm and torso to generate the movement and get the player out.

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Pushing Off

- As the dive is completed, push off with the outer foot and both the hands. Rotate your non-planted foot around the pole to get out of the dive.

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Circle Time – *Footwork and safety for pole dive*

- Why is the footwork important for pole dive? Explain with appropriate examples.
- Write a set of instructions on avoiding head or leg collisions with the pole.

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Lead-up Activity

Elbow Lock Challenge: Make two teams. Line up both the teams facing each other on the opposing sides a distance of six metres approximately. One player from each team will come in the centre and will lock elbows with each other. Both players will sing one to two lines of any folk song while moving in a circle. As the first stanza ends, both the players will try to pull each other towards their own side. The player that successfully pulls the other player towards their side earns one point. Repeat the process until everyone gets their turn.

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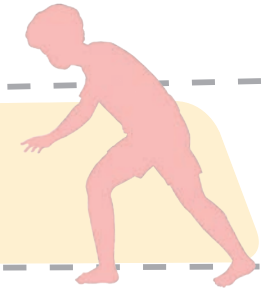
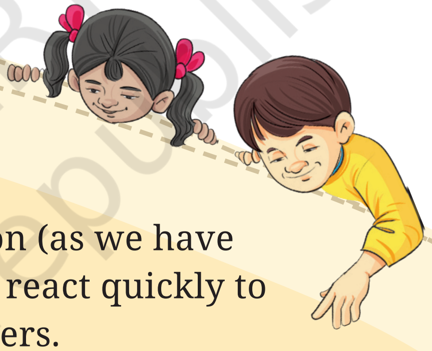
Toe Tapping



Warm-up	Skill	Cool-down	Circle Time
Lower Limbs Rotations High Knee and Butt Kick	Toe Tapping	Lower Limbs Rotations Reverse and Forward Lunges Butterfly Pose	Stretch to reach

Toe Tapping



Position

- You will be in a sitting position (as we have learned previously), ready to react quickly to the movements of the defenders.

Focus and Anticipation

- You need to focus on the movements of the defender and anticipate their next move by predicting the speed, direction and pattern.

Timing

- Timing is crucial. As the defender approaches, you should extend one arm forward, aiming to tap defenders toe or feet without falling over the centre line.

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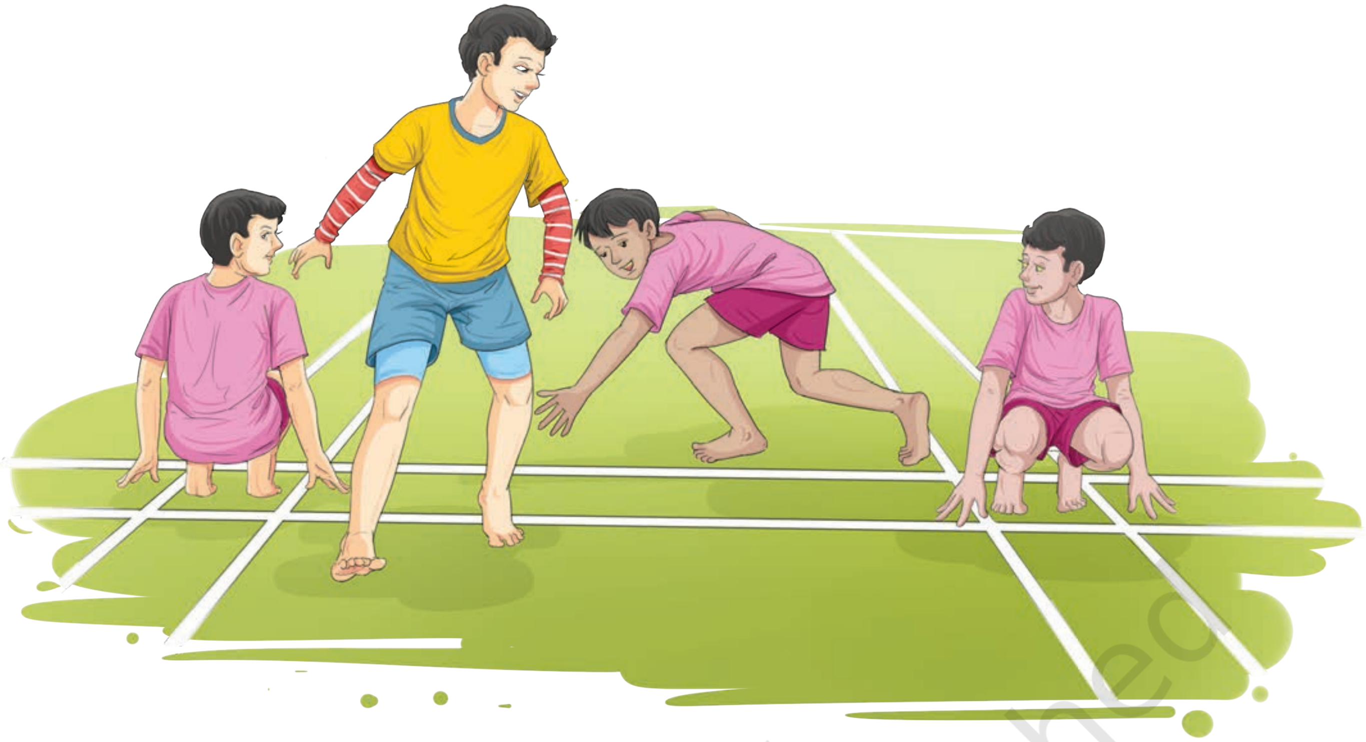
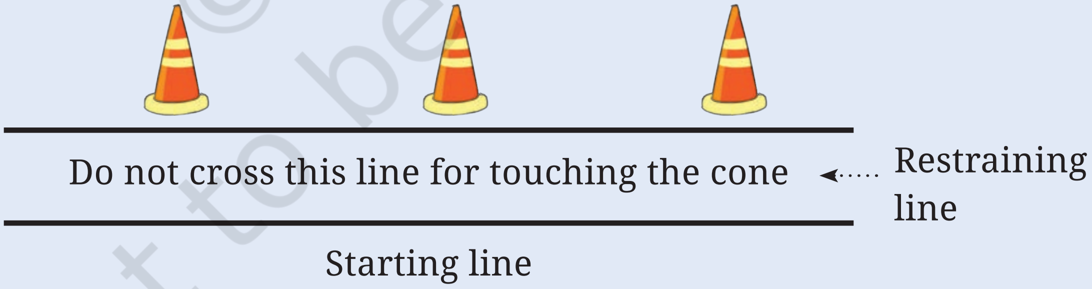


LEAD-UP ACTIVITY

Grab the Cone: Mark a starting line and restraining line about three to five metres apart. Place three cones in a row one metre after the restraining line as shown below. Players will line up behind the starting line. Each player will run towards the cone and touch them as per instructions (Centre, Right, Left) without crossing the restraining line. The teacher can slowly decrease the time intervals between the instructions.



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Circle Time – *Stretch to reach*

Student will discuss the technique to be used for reaching the cone without falling over the restraining line.

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3-2-3 Chain

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps Hip and Pelvic Muscle Stretch	3-2-3 Chain	Forward Lunges and Backward Lunges	Appreciating Performance

3-2-3 Chain

Concept

- The 3-2-3 chain in *Kho-Kho* involves a specific defense strategy where players form a chain with three chasers in the front, two in the middle and three at the back. This formation is used to create a strong defense barrier.

Positioning

- Ensure that you have understood your designated position in the 3-2-3 chain. Positions are typically assigned based on the order in which players are lined up at the start of the match. Each player in the chain has a specific role to play in maintaining the barrier.

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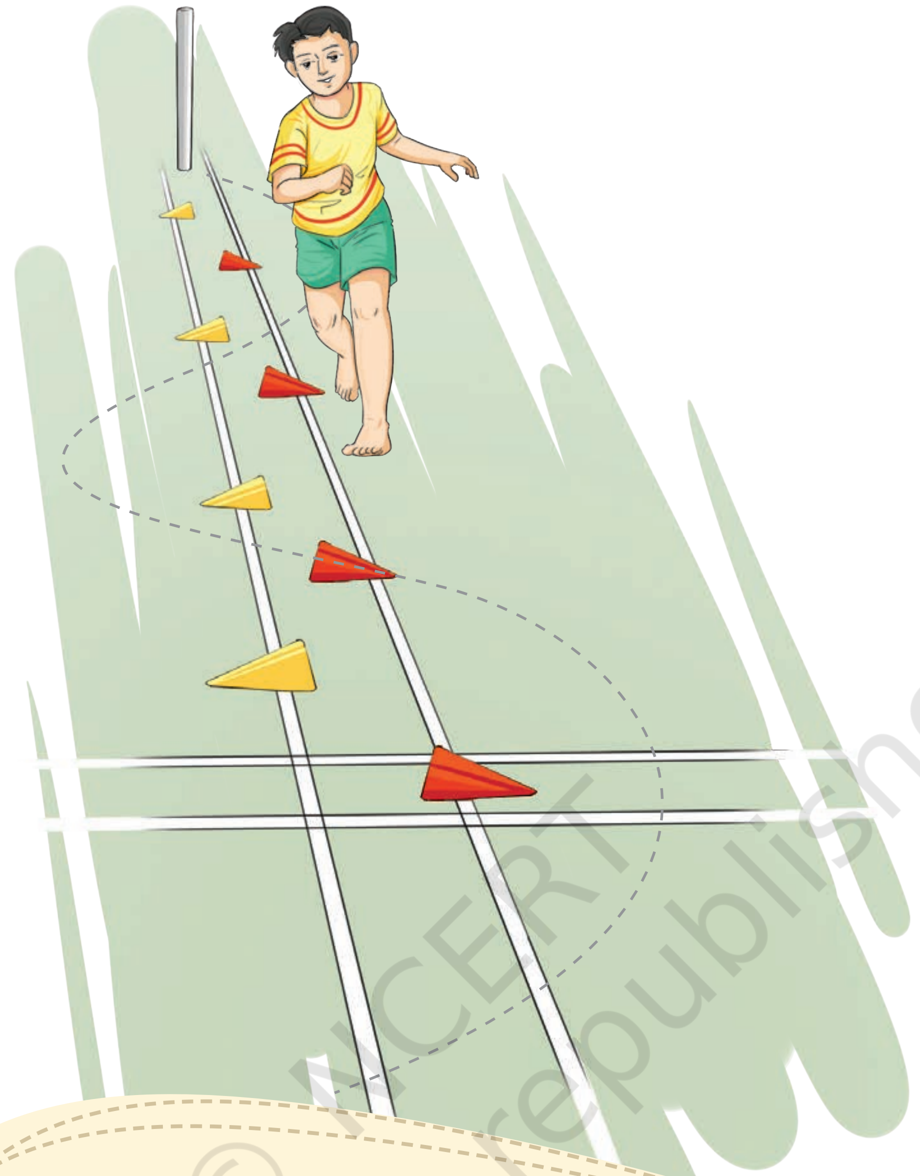

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Demonstration

- Demonstration of the 3-2-3 chain formation will be done by your teacher to showcase the proper positioning. Highlighting the role of each player in the front, middle and back, and how they work together to chase the defender.

Practice

- Begin practicing the 3-2-3 chain formation without the chaser initially. This allows you to focus on the technique of forming the chain and improving your movements without the pressure of the opponents.

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Lead-up Activity

Standing *Kho-Kho*: Form a circle. Form six groups and stand at the circle's border. One of you will be the chaser, while the other will be the runner. 'Chaser' can enter the circle, but the runner cannot. When the runner wishes to pass, then only entry is allowed in the circle and then the runner can stand in front of the lane. The runner will join the lane in which the last person will become the runner. If the chaser catches the runner, the runner turns into the chaser and vice versa.

Circle Time – *Appreciating Performance*

Will you appreciate the performance of the opponent team player and why?

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UNIT 4

Fundamental Skills of Handball

In this unit, we will learn about the game of handball. This is a fast-paced invasive team sport played with a ball. Players pass, dribble and shoot the ball to score points. Defence involves intercepting passes and blocking the shots.

Here's what we will do:

1. Learn and Play: We will learn how to play Handball through interactive games and exercises.
2. Better Coordination, Strength and Endurance: Handball will help us in improving our coordination, strength, and endurance.
3. Team Spirit: We will focus on working together, involving everyone, and supporting each other during the game.

Let us get ready to play handball, work as a team and have fun!

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Passing

Warm-up	Skill	Cool-down	Circle Time
Lower Limbs Rotations, High Knee and Butt Kick	Passing Handball	Overhead Arm Stretch, Torso Twist, Crossed-leg Toe Touch	Point of Release

Passing Handball

Stance

- Keep your feet shoulder-width apart, forming a steady basis. The non-throwing arm is often extended to maintain the balance and protect the ball from the defenders.

Grip

- The player holds the ball in one hand, slightly above the head, with fingers spread around the ball for maintaining the control.

Target

- The player will deliver the pass to a teammate aiming for their torso.

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Execution

- The throwing arm is brought back behind the head with elbow bent at an angle of 90 degrees. That means the ball is placed slightly behind and above the player's head.
- In an effortless action, the player stretches his throwing arm upward and forward before releasing the ball at the highest point. The wrist snaps forward upon release, adding accuracy to the pass.

Follow-through

- After releasing the ball, the throwing arm moves in forward and downward position with the hand pointing in the direction of the desired target. This follow-through helps to keep the pass accurate and powerful.

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Lead-up Activity

Monkey in the Middle: Form a Circle. One 'monkey' (player) will be inside the circle. The other players aim to pass the handball to each other while the monkey in the middle will try to intercept or touch the ball. If the monkey disrupts a pass, the player who made the unsuccessful pass becomes the new monkey.

Variation: Monkeys can be two or three in number.

Circle Time – *Point of Release*

Observe and explain in your own words the point of release of the ball while throwing. Discuss the difference between the throws when released from the medial line of the body and the one which is not through from the medial line of the body.

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Catching

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps, Hip and Pelvic Muscle Stretch	Catching Handball	Chest Stretch, Shoulder Circles, Cross Body Shoulder Stretch	Eye-hand Coordination

Catching Handball

Stance

- Maintain balance by standing with your feet shoulder-width apart and your knees slightly bent.
- To react effortlessly to the ball, lean slightly forward while maintaining your weight on your feet.

Execution

- Spread your fingers widely apart to maximise the surface area available for catching the ball as you position your hands in front of your torso.
- Maintain a slight bend in your elbows while keeping your eyes fixed on the ball and follow its path.

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- Catch the ball with your wrist loose, fingers firm and pad of the palm as shown in the figure.

Follow-through

- Step closer to the ball to reduce the distance. Bend your elbows and bring your hands slightly back with the ball towards your body to minimise the force of the ball, preventing the ball from bouncing back.

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Lead-up Activity

Say and Catch: Form a circle. One player will start the game by throwing the ball towards the other player and calling out their name loudly. Then that player will have to catch the ball. The player who drops the ball will be declared out. The one who remains in the game till the end will be the winner of the game.

Circle Time – *Eye-hand Coordination*

Discuss the eye-hand coordination required for learning the catching skill.

Did You Know?

Handball demands agility, strength and tactical acumen.

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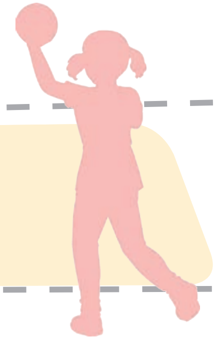
10-pass



Warm-up	Activity	Cool-down	Circle Time
Arm Rotations and Movements	10-pass	Floor Touch, Calf Stretch, Crouch Leg Stretch	Importance of Correct Form

10-pass

Divide the players into two teams.
The number of players per team depends on the overall number of players available. Define a play area that will be appropriate for the number of players. It might be a half-court or a smaller area of the handball court to increase the difficulty level. The team with the ball begins the game and must aim to complete ten consecutive passes. The players are encouraged to move continuously, looking for open spaces and establishing passing lanes. The opposing team plays for the defence, attempting to intercept the ball. If the ball is intercepted or dropped, possession of the ball shifts to the defence team. The new defence squad then attempts to complete their own 10-pass series.

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Lead-up Activity

Pass and Chase: Two groups will line up on opposite sides and run parallel to each other in the same direction. Make sure that the groups are at least 5 metres apart from each other. One player will hold the ball, while the others will be empty-handed. The player with the ball will try to pass it to the other group player while the other players are running. The player from the receiving group who catches the ball joins back the throwing team's queue. Also the player who threw the ball joins the receiving team's queue. The game continues with both groups running and passing the ball back and forth.

Circle Time – *Importance of Correct Form*

Discuss the correct form of passing and catching the ball. Also, elaborate the different types of foul and their rules.

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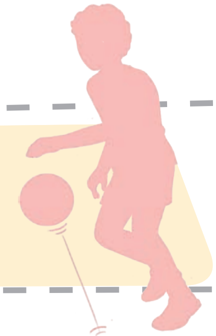
Dribbling



Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps, Hip and Pelvic Muscle Stretch	Dribbling	Arm Swinging, Shoulder Shrug, Hamstring Stretch, Calf Stretch	Creative Lead-ups

Dribbling

Hand Position

- For improved control, hold the handball with fingertips rather than the palm.
- Gently spread fingers across the ball's surface.
- Wrist and forearm should be in line. Maintain the position of the hand on the top of the ball.

Position of the Body

- With knees slightly bent, take stance and lower the body. To have a clear vision of the court, keep your head up and back straight.

Dribbling Height

- To make it more difficult for defenders to grab the ball, dribble it downwards, keeping it as low as possible to the ground.

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- Depending on the circumstances, adjust the dribble's height, but in general, maintain it below the waist level.

Use Both Hands

- Develop the ability to dribble with both the hands. Practice non-dominant hand dribbling technique to enhance the overall ball-handling abilities.

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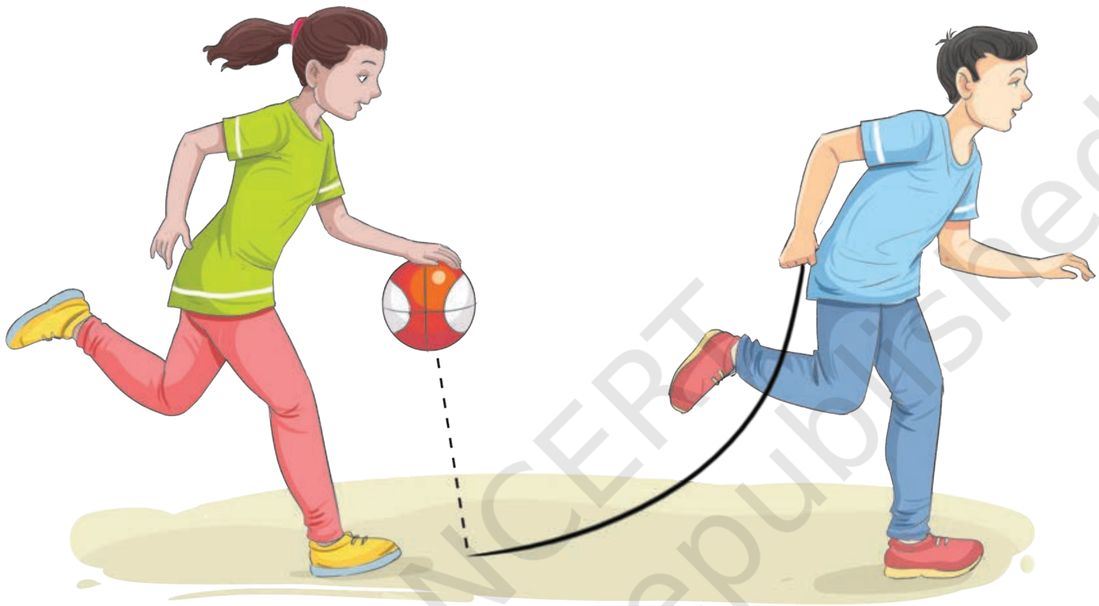
Length of Stride

- Try to keep your balance and control while dribbling. To cover larger distance, take longer strides without loosing control of the ball.

Head Position

- Keep head up and look for the open spaces.



Lead-up Activity

Make pairs. One player will run around the court, holding a rope loosely between the thumb and the forefingers. The other players will dribble their ball, trying to dribble on the rope and pull it free. If they succeed, they get a point. After the rope has been pulled free, switch the roles. The player with maximum points will be declared as the winner.

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Circle Time – *Creative Lead-ups*

Design a new game which is as creative as the lead-up activity.

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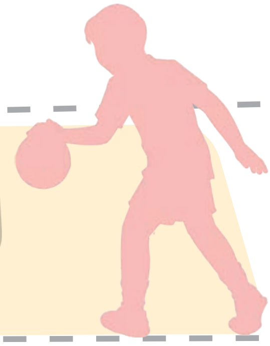
Obstacle Dribbling



Warm-up	Activity	Cool-down	Circle Time
Sliding and Galloping, Knee Hug and Quadriceps Stretch	Obstacle Dribbling	Forward Lunges and Backward Lunges, Lower Limbs Rotations	Footwork and Body Gestures

Obstacle Dribbling

Arrange a set of cones or markers to create a challenging obstacle course. To imitate real-game conditions, arrange them in a variety of patterns such as zig-zags, loops and sudden turns. Players are supposed to overcome all the obstacles while dribbling smoothly with clear movements with least or zero fumbles in minimum possible time.

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Lead-up Activity

***Sadhu* and *Shaitan*:** It involves four children dribbling within a marked area (*sadhu*) while two children (*shaitan*) will try to stop them. Four cones are set up in the four corners, roughly 4 metres away from one another. The players are numbered from 1 to 4. Players 1 and 3 will have one ball each and will start the game at the same time. On the sound of the whistle, Player 1 will dribble the ball twice and throw it towards the Player 2, and then run and take the place of Player 2. Similarly, Player 3 will dribble twice and throw the ball towards the Player 4. This will create a relay and two players will try to stop this relay by blocking the ball. Whoever succeeds in obstructing the ball will exchange the role with the player and relay continues.

Circle Time – *Footwork and Body Gestures*

How do you anticipate the possible challenges by studying the footwork and body gestures of your opponent team member?

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Shoot the Ball

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps, Hip and Pelvic Muscle Stretch	Shoot the Ball	Bow pose, Crocodile pose, Wheel pose	Doing Things Differently

Shoot the Ball

Grip

- Hold the ball firmly with your fingers spread for optimal control and spin in the throw.

Stance

- To maintain balance, place your feet shoulder-width apart.
- Position your body sideways towards the goal with your non-throwing shoulder towards the target.
- Bend your knees and transfer your body weight forward on both your toes. After that prepare yourself for a high jump.

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Execution

- Extend the elbow of the throwing arm in the air and raise the forearm high, and then extend the shoulder at a roughly 90° angle to the arm behind the head.
- Indicate the target with the non-throwing arm.
- As you throw towards the target, start by bringing the elbow to the front along with a swift action of the forearm, wrist, shoulder and the torso.
- At the peak of the jump, release the ball forcefully downward in the direction of the goal, right in front of your forehead.

Follow-through

- After releasing the ball, continue the motion with your arm.
- The follow-through improves accuracy and directs the ball towards the fixed goal.

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Lead-up Activity

Blindfolded Shooter: Make two teams comprising of two players each. One will be the 'shooter' and other will be the 'instructor'. The shooter will be blindfolded and cannot see the goal. The instructor will stand behind the shooter and will give verbal instructions to help the shooter locate and aim at their goals. The shooter will then attempt to throw the handball towards the goal based on the instruction given by the instructor. After five goals, the pair will switch the roles.

Circle Time – *Doing Things Differently*

What have the instructor and the shooter done differently to improve their performance?

Did You Know?

Players are not allowed to touch the ball with their feet.

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Dodge Ball

Warm-up	Activity	Cool-down	Circle Time
Jumping Jacks and Frog Jump, Chest and Back Stretch, Quadriceps Stretch	Dodge Ball	Chest Stretch, Shoulder Circles, Cross Body Shoulder Stretch	Footwork and Anticipation

Dodge Ball

Make two teams. The members of one team will form a circle by keeping one arm space between each other. The other team will enter the circle. The goal for the team that has formed the circle is to tag members of the other team who are standing inside the circle with the softball, aiming only below the waist with overhead throws. The players inside the cirlce can move and dodge within the circle, but those outside cannot.

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Lead-up Activity

Get the Handkerchief: Make two teams i.e., Team A and Team B. Then tie a handkerchief on the hand of one of the players from Team A. Now players from Team B will try to take off the handkerchief from the hand of the player. Whereas, Team A will try to defend their player. The team whose player who successfully takes off the handkerchief will be declared the winner.

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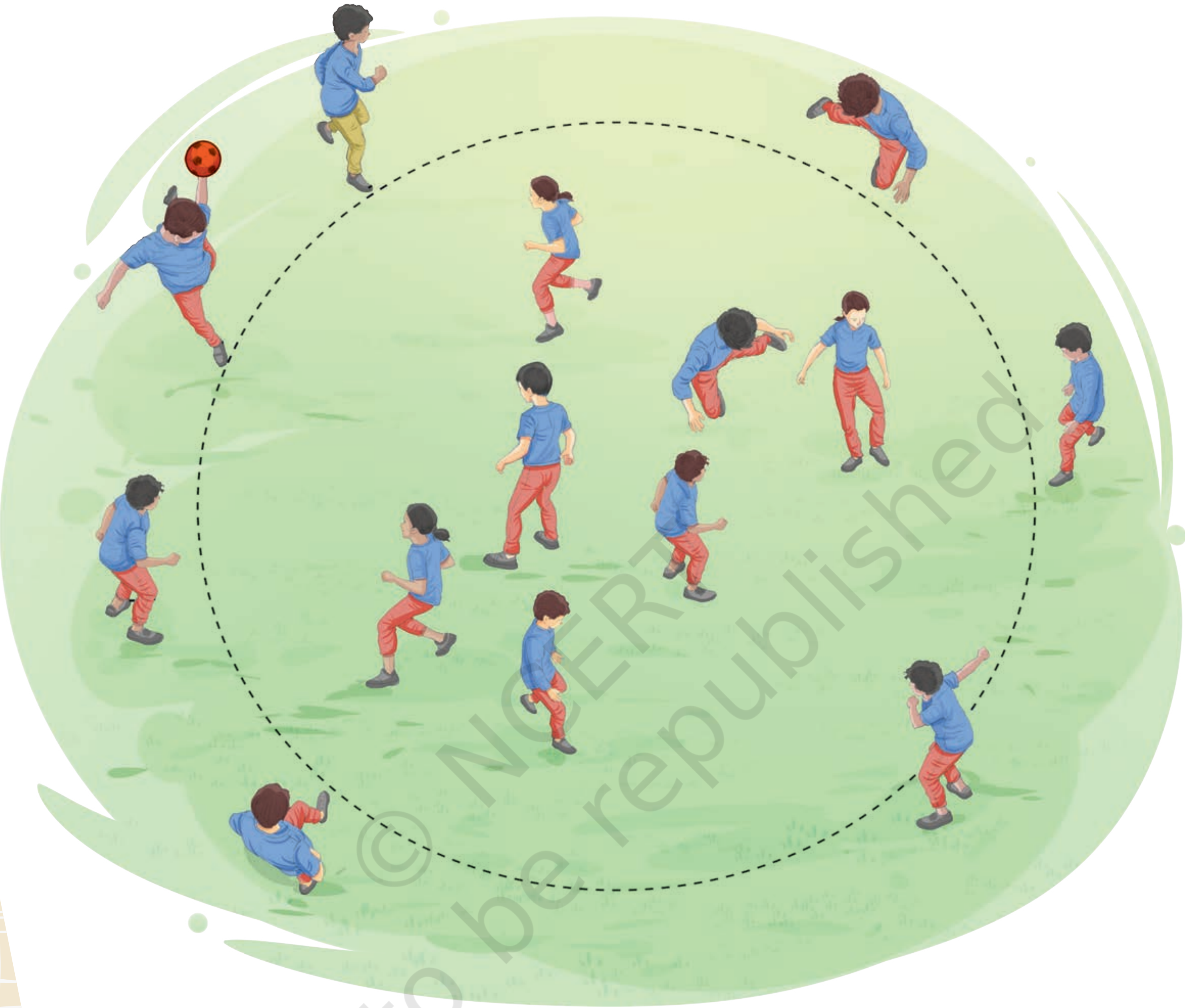

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Circle Time – *Footwork and Anticipation*

Discuss what type of footwork defenders used for dodging the throwers and how the throwers anticipated the movements of the defenders.

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Dribble and Shoot

Warm-up	Skill	Cool-down	Circle Time
Leaping and Skipping Jumps, Hip and Pelvic Muscle Stretch	Dribble and Shoot	Arm Swinging, Shoulder Shrug, Hamstring Stretch, Calf Stretch	Taking Defeat Gracefully

Dribble and Shoot

Begin dribbling the ball along the chosen path towards the goal. As you approach the goal, select the best technique to goal. After attempting the shot at the goal, return to the starting place so that the next group of players can begin their dribbling routine.

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Lead-up Activity

Shark Tank: Make two teams. Designate one of the two teams as 'sharks' and the other team as the 'minnows'. The minnows will line up at one end of the court with the ball. Then they will attempt to dribble across to the other side of the court and score a goal without getting their ball stolen by the sharks. If a minnow's ball is taken or knocked out of bounds, they will become a shark. The game continues until all the minnows have been converted into the sharks.

Circle Time – *Taking Defeat Gracefully*

Prepare a short write-up about how you feel after a defeat.

Did You Know?

Players are not permitted to pull, hit or punch the ball out of the hands of an opponent.

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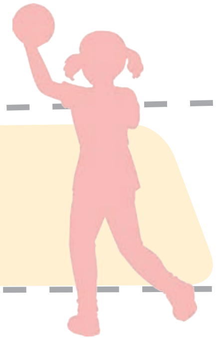
Pass and Shoot



Warm-up	Skill	Cool-down	Circle Time
Sliding and Galloping, Knee Hug and Quadriceps Stretch	Pass and Shoot	Torso Twist, Calf Stretch, Quadriceps Stretch	Reviewing the Activity

Pass and Shoot

Make a semicircle of radius 9 metres from the goalpost. Five players will take the position on this semicircle. The goalkeeper starts the game by throwing the ball towards one of the players. That player now has to decide whether it will be advantageous to goal or should the ball be passed to another player who has a better angle and therefore has a better chance of scoring a goal. If the player attempts a goal and fails then that player will become the goalkeeper and the game continues.

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Lead-up Activity

Play this game in half handball court with five players in each team— 'taggers' and 'runners'.

The taggers which have possession of the ball cannot move. But can either take the goal or pass it to another tagger who is in an advantageous position. One of the taggers will start the game while the others will run to get better positions for receiving the ball and tagging the opponents. The one who gets tagged goes out of the court. This game will end when all the opponents have been tagged and they are out of the court.

Circle Time – *Reviewing the Activity*

Make a list of the formations and positions for tagging the opponents.

Did You Know?

The importance of 3 in handball:

- The Player can run with the ball for maximum three steps.
- The Player can hold the ball for up to 3 seconds.

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Shootout Tournament

Warm-up	Activity	Cool-down	Circle Time
Fast running on the Spot, Head-to-Toe Stretch	Shootout Tournament	Overhead Arm Stretch, Torso Twist, Crossed-leg Toe Touch	Anticipation

Shootout Tournament

Make two teams. Players will take turns to shoot goals inside the goalpost by dodging the goalkeeper. Every successful goal will earn one point for the team. Rotate players or teams through several rounds to determine the final champion.

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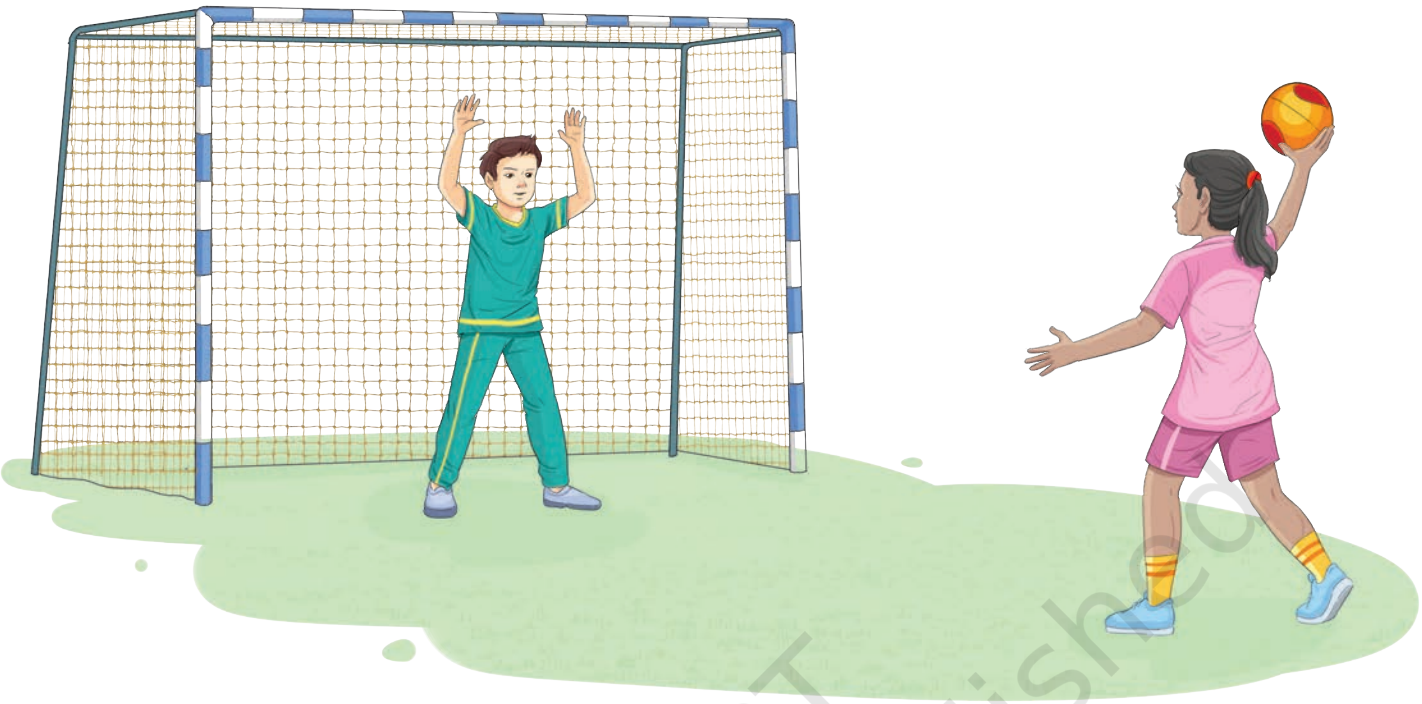

Lead-up Activity

Hit the Target: Players take turns to throw the ball at the corners of the goalpost. Each player gets three to five throws per round. Points will be awarded each time a player goals. The player with the most points at the end of all rounds wins the game.

Circle Time – *Anticipation*

Elaborate how do you anticipate the movement of a goalkeeper by looking at their footwork and gesture.

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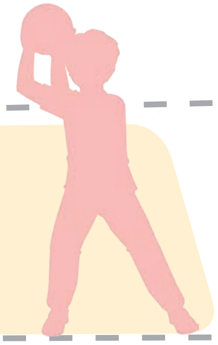
Goalkeeper's Defensive Skills



Warm-up	Skill	Cool-down	Circle Time
Jumping, Squat, Ankle Stretch	Goalkeeper's Defensive Skills	Sit and reach (*Pashchimottanasana*), Camel pose, Pigeon pose	Anticipating the Shot

Goalkeeper's Defensive Skills

Stance

- Stand straight with feet shoulder-width apart. Bend your knees slightly and take a position at the centre of the goalpost.
- As you prepare to move fast, maintain your weight on your feet.
- Hold your arms up so that you can deflect or catch the ball.
- Spread your fingers wider to capture the ball.

Execution

- Observe the shooter's body language and arm movement to anticipate the direction of the goal.
- Maintain focus on the ball and be ready to react.

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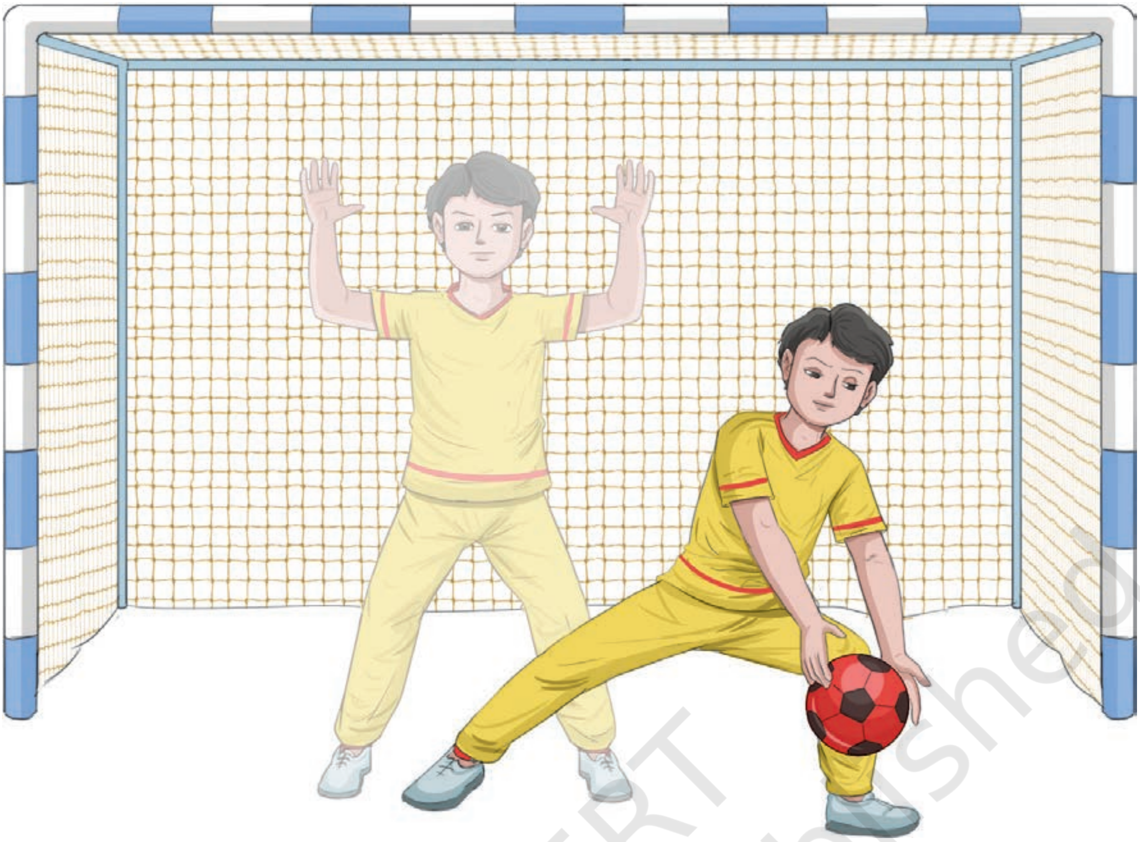

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- Move laterally or side to side while maintaining alignment with the ball, take short and rapid steps.
- Maintain your center of gravity and be prepared to dive or leap in any direction to catch the ball if required.

Follow-through

- After blocking the ball, absorb the force and prevent the ball from rebounding.
- Catch the ball fast and secure it or divert it away from the goal area.

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Lead-up Activity

Battle of Balloons: Set up two poles each of 2 metres height at a distance of 3 metres. Now, tie balloons at the top and bottom of both the poles. Name the four points of the pole as Right Top (RT), Right Bottom (RB), Left Top (LT), Left Bottom (LB). Line up students 6 metres away from the poles. On the sound of the whistle, each student will run towards the pole and take the position right in the centre of the poles. The teacher then calls RT, RB, LT and LB randomly and the player has to do quick movements to touch the balloons either with their hands or legs. Each player will get ten chances. After finishing the drill, the player will return to the starting line.

Circle Time – *Anticipating the Shot*

Share your experience stating how you anticipated the direction and speed of the ball from the movements of the shooter.

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Blocking

Warm-up	Skill	Cool-down	Circle Time
Side Walk, Back Walk, Jogging Drills	Blocking	Lower Limbs Rotations, Reverse and Forward Lunges, Butterfly pose	How to block?

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Blocking

STANCE

- Goal Side Positioning: Always position yourself in between the goal and your opponent.
- Body Position: To make it easier to move quickly, stand with your feet shoulder-width apart, your knees bent and your weight on your feet.
- Maintain your balance and be prepared to move in any direction by taking short and rapid steps.

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Execution

- Prepare to intercept the ball by anticipating your opponent's passes.
- Raise both your arms to divert the ball and block the shooter's line of sight.
- To maximise your blocking reach, time your jumps and movement according to the shooter's ball release.
- To prevent a foul, use your body to block the opponent's route.
- Remain alert and move quickly to get into the passing lane.

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Lead-up Activity

Rapid Fire: The defender stands in the goal area with multiple shooters lined up outside. Shooters take turns to goal rapidly from different angles. The defender attempts to block each goal, focusing on staying alert and being reactive. Continue for a set time (1–2 minutes) before replacing the defender.

Circle Time – *How to Block?*

Discuss how did you anticipate the trajectory of the ball from the movements of the opponent and decide your hand positions for blocking the ball.

Did You Know?

Officials have 17 hand signals to communicate the decisions.

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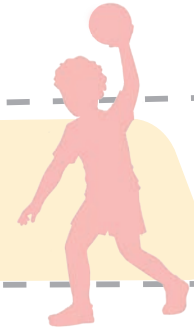
Assimilation



Warm-up	Activity	Cool-down	Circle Time
Jumping Jacks and Frog Jump, Chest and Back Stretch, Quadriceps Stretch	Assimilation	Forward Lunges and Backward Lunges, Lower Limb Rotations	Reviewing the Activity

Assimilation

Divide players to form various balanced teams and prepare the court area for the game. Players play small-sided games and try to execute all the skills they have learned in previous classes with rotating teams. The winning team remains on the court to face further challenges. The teams will receive points by scoring goals and defending effectively. The team who scores the most points at the end of the session gets the title, “King of the Court”.

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Lead-up Activity

Obstacle Course, Dribble and Goal: Each player will take turns for completing the obstacle course while moving the ball around the waist with their hands. You have to complete the course as quickly as possible while maintaining control of the ball. After completing the obstacle course, you will dribble the ball while running and then attempt to score a goal. It will be continued until everyone gets a chance to score a goal.

Circle Time – *Reviewing the Activity*

- Write a note about the patterns of play in the opponents' teams.
- Discuss what helps you to take the defeat gracefully.

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UNIT 5

Yoga

Welcome to the world of Yoga for holistic health and well-being. In this unit, let us explore the ancient art and science of Yoga – a practice that originated in India and endured for thousands of years. Passed down through generations in India, it is now enjoyed by people all around the world.

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Yoga is a journey of self-discovery to keep our body strong and mind calm. We will delve into the rich practices of Yoga, exploring its history, philosophy and practical applications. From the fundamental principles of healthy living to the intricacies of different *yogic* practices, each section offers valuable insights and practical activities or steps to enhance your understanding and practice of Yoga.

It is a common misconception that Yoga is simply a form of physical exercise involving complex breathing techniques, twists, turns and stretches. In its true sense, Yoga is a profound science that can unfold the infinite potentials of the human mind and soul.

Whether you are a beginner seeking to embark on your Yogic journey or a practitioner looking to deepen your knowledge, this unit serves as a comprehensive resource to support your exploration and growth in the realm of Yoga. Let us embark on this transformative journey, unlocking the secrets of Yoga and discovering the boundless capabilities that lie within each of us.

This unit begins with an introduction to Yoga before delving into a deeper understanding of *Yama* (social discipline) and *Niyama* (personal discipline) and their applications in daily life, *Sūkshṣma Vyāyāma* (joint movements), *Śithalīkaraṇa vyāyāma* (loosening exercises), *Prānāyāma* (breathing practices), *Āsanas* (postures), *Pratyāhāra* (mastery over senses), relaxation, *Dhārana* (concentration), *Dhyāna* (meditation) and *Krīḍā* Yoga (Yoga games).

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Yoga Session Structure

Start each Yoga session with a prayer given below. It is about the sacred bond between a student and the teacher. Both pray together to illuminate their paths with divine protection and nourishment with wisdom. They wish for peace everywhere and for everyone.

Opening Prayer	
ॐ सह नाववतु । सह नौ भुनक्तु । सह वीर्यं करवाव है । तेजस्वि नावधीतमस्तु मा विद्विषाव है । ॐ शान्तिः शान्तिः शान्तिः ॥	Om Saha Nāvavatu | Saha Nau Bhunaktu | Saha Viryam Karavāva hai | Tejasvi- Nāvadhitamastu Mā Vidvisāva hai | Om Śāntih Śāntih Śāntih ||

Meaning of the Prayer

May we both (*Guru* and *Śiśya*) be protected. May we both be nourished. May we practise with great vigour and energy. Let our studies be fruitful and enlightening. May we not hate each other.

After opening prayer, conduct the activities as per the session plan. It includes *yogic* practices like *Yama* and *Niyama*, *Sūkshṣma Vyāyāma*, *Śithalīkarana Vyāyāma*, *Āsanas* (Postures), *Prānāyāma*, *Pratyāhāra*, Relaxation, *Dhārana*, *Dhyāna* and *Krīḍā* Yoga.

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End each Yoga session with a prayer given below. Closing prayer helps the students to assimilate the knowledge and reinforce the day with positively and happiness.

Closing Prayer

ॐ सर्वे भवन्तु सुखिनः । सर्वे सन्तु निरामयाः । सर्वे भद्राणि पश्यन्तु । मा कश्चित् दुःख भाग्भवेत् ॥ ॐ शान्तिः शान्तिः शान्तिः॥	Om Sarve Bhavantu Sukhinah Sarve Santu Nirāmayāḥ | Sarve Bhadrāni Paśyantu Mā Kaśhcidduhkhabhagbhāvet | Om Śāntih Śāntih Śāntih ||

Meaning of the Prayer

May all be happy. May all be free from illness. May all see what is auspicious. May no one suffer. Let there be peace everywhere.

General instructions to begin and end a Yoga session:

- Sit in a comfortable *Sukhāsana* posture.
- Keep the back straight, eyes closed and face relaxed.
- Place your hands in *Cin Mudra* and become aware of your breath.
- Observe your breathing for a few seconds and then take a deep breath. As you exhale, chant, "*Om*".
- Gently place your hands in *Namaskāra Mudra* and chant the prayer.
- Observe how you feel after the chanting.
- Gently rub the palms of your hands, cup them and place them on your eyes.

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Chapter 1

Yoga for Daily Life

As students, you have busy schedules filled with classes, activities, projects and homework. Yoga can help you manage these activities by keeping your mind clear and focused. It can also improve physical health, making it easier to participate in sports and other activities. By incorporating Yoga into your daily routine, you will find it easier to stay calm and energised throughout the day.

Yoga helps you to focus and be more aware of your thoughts and feelings. It helps you get stronger and more flexible. It can improve your concentration, so you might find it easier to pay attention in class or while doing homework. Yoga can help you relax by helping you let go of your worries, especially if you are feeling stressed about school or other things. Overall, doing Yoga can make you feel happier and more at ease. Even a few minutes of Yoga each day can make a big difference. It's a great way to take care of your body and mind.

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History of Yoga

Yoga's roots can be traced back to the *Vedās*, the oldest sacred texts of India. During this time, people practised Yoga to connect with nature and the divine. Each chapter of the *Bhagavad Gīta*, part of the epic *Mahabharata*, is named after different types of Yoga, including *Karma* Yoga (Yoga of action), *Bhakti* Yoga (Yoga of devotion), *Jnana* Yoga (Yoga of wisdom) and *Raja* Yoga (Yoga of willpower).

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More than 2,000 years ago, *Mahārṣi Patanjali* compiled the practices of Yoga in 196 Yoga *Sutras*. These *sutras* describe a step-by-step path to achieve the highest state of bliss (*Samādhi*) through systematic practices defined as the eight limbs or aspects, called *Ashtāṅga* Yoga. We will learn more about *Ashtāṅga* Yoga later in this chapter.

Yoga continued to evolve with new practices and ideas. *Hatha* Yoga, which deals with the practical aspects of Yoga, was developed around 1,500 years ago.

In the 19th and 20th centuries, *Yoga* masters like Swami Vivekananda, Paramahamsa Yogananda, Sage Aurobindo *a*nd B.K.S. Iyengar brought *Yoga* to the rest of the world. Today, *Yoga* is practised globally; the International Day of *Yoga* is celebrated on 21st June in more than 190 countries.

What is Yoga?

Ancient Indians had discovered that practising Yoga, can lead one to good health and well-being. Yoga can be defined as the science of healthy and happy living. It helps us to be peaceful and efficient in our work, study and other activities and move towards the full realisation of our potential.

The term Yoga is derived from the Sanskrit word "*yuj*" which means "to unite or integrate". It signifies the union of the body, mind and inner self. Yoga is about bringing different parts of yourself to create balance, harmony and a sense of oneness – both within and with the world around you. It also helps make the mind still, quiet and free from all distractions.

Yoga involves systematic efforts, not haphazard actions. Efforts become fruitful only through disciplined actions.

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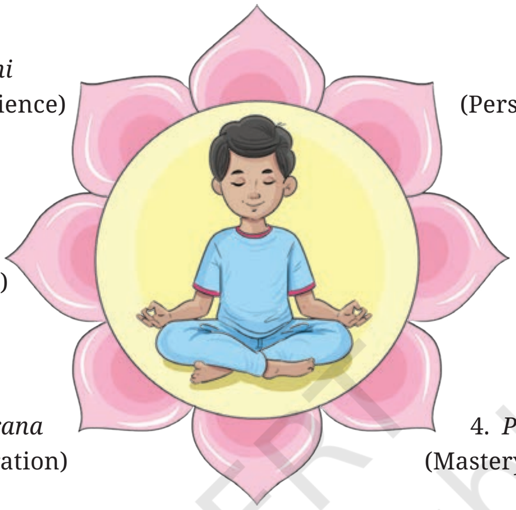
Let's explore the eight aspects of *Ashtāṅga* Yoga, which consists of the systematic processes formulated by Mahārṣi Patanjali.

These eight aspects are explained below:



1. *Yama* (Social Discipline and Ethics): These are guidelines about how to behave towards others, such as being kind and honest.
2. *Niyama* (Personal Discipline): These are guidelines about how to take care of yourself, like keeping clean and being content.
3. *Āsana* (Posture): Performing Yoga postures daily to make our body strong and flexible.
4. *Prāṇāyāma* (Mastery over Breath or Breath control): This is about controlling the breath. You learn to take deep, calm breaths to ease the body and mind.

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5. *Pratyāhāra* (Mastery over the Senses – taste, touch, smell, sight and hearing): This aspect involves turning your attention inward, focusing on yourself and not getting distracted by external elements.
6. *Dhārana* (Concentration): It means keeping the mind steady and practising single-pointed awareness.
7. *Dhyāna* (Meditation): *Dhyāna* means deep contemplation or meditation.
8. *Samādhi* (State of Bliss): This is a state of profound peace and happiness that comes from practising all the other steps. This is the ultimate goal of Yoga, where you feel completely happy and at peace.

Yoga is a lifelong journey. We have to practice it every day.

Let us start our journey with the first two steps – *Yama* and *Niyama*.

Yama

There are five important guidelines for living happily with others according to *Ashtāṅga* Yoga; these social disciplines are called *Yama*. *Yama* forms the first limb of *Ashtāṅga* Yoga. Let's find out more about these five *Yamas*.

1. *Ahimsa* means being kind and not hurting any living being, including plants and animals.
2. *Satya* refers to always telling the truth and being honest.
3. *Asteya* teaches you to not take things that do not belong to you.
4. *Brahmacharya* is about using your energy wisely and having self-control.

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5. *Aparigraha* means not being greedy and being happy with what you have. (We will explore *Aparigraha* in detail later in this chapter.)

Activity

Identify the most appropriate *Yama* for the examples given below:

1. Treat your pet dog gently, play with him and never hit or scare him. ....
2. If you break something at home and your mother enquires about it, you tell the truth and not hide it. ....
3. You feel a strong urge to play video games, but you also know that you have to finish your science project. You control the urge to play a video game and complete the project. ....
4. During a group discussion in the class, you are tempted to share an idea of your friend as your idea, but then you decide not to steal it. ....
5. You like a dress at a shop and the elders with you ask if you want to buy it. Thinking of all the clothes you have at home, you decide not to get one more dress because you do not need it now. ....

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Aparigraha

Aparigraha is about letting go of wanting more and more and being grateful for what you already have. It helps you to live a simple life and to be generous with others.

Let us learn about *Aparigraha* through an inspiring story of Lal Bahadur Shastri, who served as the second prime minister of India.

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Simple living and great thinking

Once when Lal Bahadur Shastri was the Prime Minister of India, he went to a fabric shop to buy a saree for his wife. The shop's owner showed him some lovely sarees, but when Shastri asked for the price, he found them to be too expensive. He asked the shop to see less expensive sarees but still found them too costly.

The shop owner was very surprised. He said, “Shastri ji, you don’t need to worry about the price. You are the Prime Minister of India! It would be my honour to give you these sarees as a gift.”

Shastri smiled and said, “I appreciate your kindness, but I cannot accept gifts just because I am the prime minister. I will only buy a saree that fits my budget.” Shastri was content with

Note for the Teacher

- Help students in identifying role models from their locality and help them create questionnaires for the interview.
- Discuss with the students their needs and wants and how to avoid greed to remain peaceful and happy.

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whatever he could afford and not think of possessing beyond the need.

Aparigraha is to be humble and to be content with what we have. Let us become like Lal Bahadur Shastri by not being greedy and possess things beyond our needs.

Activity

- Identify a person in your family or neighborhood who is leading a simple life.
- Ask them why they chose to live a simple lifestyle and what experiences they have had as a result of their decision.
- Tell your class about your discussion with the person and listen to their experiences as well.

Activity

- Ask students to bring a fairly new small item, which they like but don't use often (a book, a toy, etc).
- Sit in a circle and let each student talk about the item they have brought.
- Encourage them to give away the item to one of their friends or to the needy.
- Children will experience the joy of giving and practice of letting go of possessions.

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Niyama

The second aspect of *Ashṭāṅga* Yoga is *Niyama*, which consists of five important guidelines or habits for personal discipline.

Let us find out more about these five *Niyamas*.

1. *Śauca* means keeping our body, mind and surroundings clean. It is about hygiene and purity of mind and body.

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2. *Santosha* deals with being happy and content with what we have and not being greedy.
3. *Tapas* means having self-discipline and determination to achieve our goals, even if they are difficult.
4. *Svādhyāya* refers to self-study and improving our knowledge.
5. *Īśvara Pranidhāna* talks about trusting in something bigger than yourself.

Activity

Identify the most appropriate *Niyama* from the examples given below:

1. Set a personal goal for a week, such as completing a project, exercising every day, or helping at home. Track your progress with each goal. ....
2. Read good books every day or writing a reflective diary.

   ....
3. Clean up and decorate the classroom. ....
4. Show gratitude. ....
5. Do your best and trust that things will work out as they should.

   ....

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Let us explore *Tapas* through an inspiring story.

Tapas

Tapas, one of the five *Niyamas*, means self-discipline, determination and perseverance.

Imagine you have a big test coming up and instead of waiting until the last minute, you decide to study a little bit each day. This steady and consistent effort is called *Tapas*.

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It's like training for a sports event, practising an instrument, or helping with chores at home — doing things regularly, even when you don't feel like it. *Tapas* teaches that hard work and dedication can help us to achieve our goals and improve ourselves. By practising *Tapas*, we learn the importance of commitment and how small consistent actions can lead to big results.

Tapas in our life:

Dedication towards studies, self-discipline, regular exercise for good health, always eating nutritious food, keeping things clean, always speaking the truth, daily practice of Yoga, etc.

We see many great people around us, their success is inspiring us to set high goals in our lives. Have you heard about the *Tapas* of these great people? Let us read the inspiring story of Malli Mastan Babu-India's mountain man to understand the power of *Tapas*.

Malli Mastan Babu's Determination

Malli Mastan Babu was born in a small village in Andhra Pradesh and his father was a farmer. A bright student and eager to learn about new things, Babu studied very hard and went to some of the best schools in India. He got degrees in engineering and management.

During the course of his studies, Babu developed a keen interest in mountaineering. Inspired by the challenge and beauty of the mountains, he decided to pursue this passion alongside his professional career. He trained hard, learning everything about climbing. He practiced yoga to build physical strength, flexibility and stay mentally focused, all of which helped in his challenging climbs. His dedication to physical fitness, including yoga, was a significant part of his success in achieving numerous expeditions.

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His approach to mountaineering was driven by an unwavering passion and dedication. He believed in pushing his limits and embraced the challenges that came with high-altitude climbing. Through his climbs, he aimed to inspire others to follow their dreams and overcome obstacles, no matter how difficult they might seem.

Babu, whenever on expedition, would plan every last detail. He would start early in the day, carry his own load and walk at a steady clip throughout the day. During his expedition he used to pitch his own tent, cook his own food and fine-tune the next day's plan with his guide.

Babu's record-breaking achievement was that he completed climbing seven highest peaks in seven continents in 172 days. With this, Babu set a new benchmark of physical and mental endurance and excellence. He became the first Indian and South Asian to achieve this record, earning him international recognition and admiration.

Even though he is no longer with us, his story is one of extraordinary courage, determination and passion. His life reminds us to dream big, work hard and always do our best. He remains an enduring inspiration to those who dare to push their boundaries and reach for the skies.

Activity

- Narrate a story of your role model in the class.
- Discuss the common themes in all the stories told.
- Think and discuss why it is important to have goal in life.
- Write about a time when they worked hard to achieve something. What did they learn from the experience and how did they feel after achieving the goal?

Note for the Teacher

- Discuss with the students how great achievers like scientists, administrators, national awardees, athletes, etc., could reach their goals with determination and consistent effort.

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Activity

1. Setting Goals: Each student writes down one goal they want to achieve, such as reading for 20 minutes every day, practising a sport, or helping with chores.
2. Plan: Write down the steps to achieve this goal.
3. Tracking Progress: Make a simple chart to track daily progress.
4. Reflection: At the end of the week, discuss what you have learned about self-discipline and how it felt to work towards achieving the goal.

Pratyāhāra

Pratyāhāra, the fifth aspect of *Ashtāṅga* Yoga, is all about learning to control your senses and focus your mind.

Imagine you are in a noisy room, but you need to concentrate on your homework. *Pratyāhāra* means to restrain or to withdraw, not to get disturbed by things that one sees, hears, smells, tastes or feels.

Pratyāhāra helps you ignore the noise and focus on what you're doing by tuning out distractions.

By practising this you learn to turn your attention inward, away from the things around you and become more aware of your thoughts and feelings.

We sense the world around us through five senses; to focus on the desired activity and avoid distractions, we need to master these senses by practices.

Let's look at some activities which will help us in turning senses inwards.

1. Quiet time: Find a comfortable place to sit quietly without any distractions (no TV, mobile phone, or loud noises). Close your eyes and focus on your breathing.

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2. Mindful eating: Turn off the TV and put away gadgets during meals. Focus on the taste, texture and smell of the food. Chew slowly and enjoy each bite.
3. Tune with nature: Go for a walk in a park or garden. Observe the sights, sounds and smells around you without getting lost in thoughts or using electronic devices.
4. Listening to music: Choose some soothing music, sit quietly and listen to the sounds without doing anything else.
5. Before going to bed: Spend a few minutes sitting quietly. Close your eyes gently and focus on your breath. Avoid using electronic devices at least 30 minutes before bedtime, instead try to read a book.

   These activities will help you to enhance your ability to focus, reduce stress and connect more deeply with yourselves and your surroundings.

Food plays a very important role in the development of our personality. Further, we should consume healthy food according to the season and in moderate quantity. So, it is necessary to develop healthy food habits as per *Ayurveda* (ancient Indian medical science).

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Did You Know?

Healthy food habits as per *Ayurveda*:

Hitabhuk — Consume healthy and nourishing food.	*Mitabhuk* — Eat in moderate quantity.	*Ritabhuk* — Consume food according to the season.

ACTIVITY

1. Eat at least one homemade meal a day with your family.
2. While eating, ensure that you taste every little bite and every morsel.
3. Do not use electronic gadgets like your mobile phone and TV while eating.
4. Volunteer to serve food and water to your family members.

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Chapter 2

Preparing for Yogic Practices

Namaste Young *Yogis*!

Are you ready to embark on a journey with the *Yogic* practices?

In the previous chapter, you learnt about *Yama* and *Niyama*. Here let us explore *Āsanas*, *Prāṇāyāma*, *Pratyāhāra*. *Dhārana* and *Dhyāna*. We will also learn about some other aspects of Yoga, like *Krīḍā* Yoga in the following chapters, starting with preparatory practices.

Learn these practices under the guidance of your teacher in the school and master them by performing daily at home. Regular practice (*sadhana*) makes us strong, flexible and calm. It helps us feel peaceful and concentrate better on our homework, during play and in everything we do.

So, let's roll out our Yoga mats, take a deep breath and start this amazing adventure together!

Remember, Yoga is about feeling good; it is important to pay attention to how your body feels during the practice. Never push yourself into a pose that causes pain or discomfort.

Before we start *Āsanas* and *Prāṇāyāma*, it is important to prepare ourselves by doing breathing practices, loosening the joints (*Sūkshma Vyāyāma*) and flexing the spine (*Śithalīkarana Vyāyāma*).

General guidelines to be followed before practising all *yogic* practices.

1. Do not force yourself to breathe deeply or to hold your breath while doing the *Āsanas*. Breathe normally while doing the *Āsanas*. Always breathe through the nose.

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2. Always be alert, attentive and watchful when you practice. Concentrate on your pose. Watch your teachers carefully and pay attention to their instructions.
3. Do not wear shoes or socks while doing the *Āsanas*.
4. Whenever you are feeling ill or sick, you must rest. If you have a cold, cough, headache, stomach ache, sprained ankle etc., consult your teacher and seek their guidance.
5. Especially for girls, when you have your menstrual period, inform or consult your teacher before the practice.

Breathing Practices

Before learning *Prānāyāma*, it is necessary to improve the function of the lungs. For healthy lungs, it is necessary to practice proper breathing.

Let us learn about Rabbit and Dog breathing. Rabbit breathing focuses on deep, rhythmic breaths that mimic the breathing pattern of a rabbit. Dog breathing involves mimicking the rapid, shallow breathing of a dog, which can help to release heat from the body and improve breath control.

BENEFITS

Breathing practices enhance lung capacity, improve respiratory efficiency, promote relaxation and reduce stress.

Limitations: People suffering from epilepsy should avoid this practice.

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Rabbit Breathing

Sthiti: Daṇḍāsana

Step - 1

Step - 2

Sthiti Daṇḍāsana

Step 1: Come to *Vajrāsana* by folding the right leg and the left leg.

Step 2: Bend down and keep the hands in front of the knees such that the elbows touch the knees. Keep the hands parallel to each other, palms facing down. Abdomen gently resting on the thighs, pull out the tongue halfway and breathe in and out as fast as possible (10 to 30 rounds).

Step 3: After the practice, slowly return to *Vajrāsana*.

Step 4: Release the right leg and the left leg and come to *Daṇḍāsana*.

Relax in *Śithila Daṇḍāsana*.

Step - 3

Step - 4

Viśrānti: Śithila Daṇḍāsana

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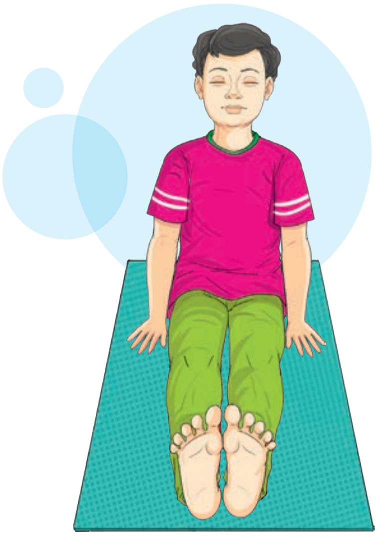
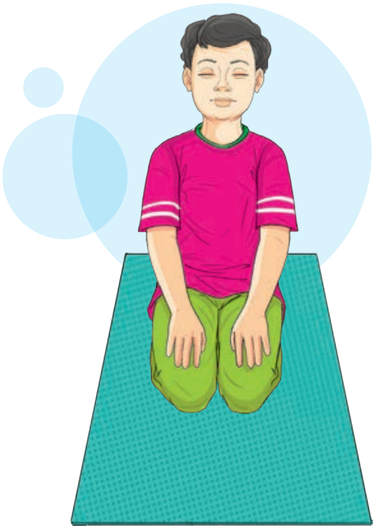
Dog Breathing



Sthiti: Daṇḍāsana



Step - 1

Step - 2

Sthiti: *Daṇḍāsana*

Step 1: Come to *Vajrāsana* by folding the right leg and the left leg.

Step 2: Place the palms by the side of the knee with fingers pointed backward and stretch out the tongue completely. Let the inhalation and exhalation be fast and vigorous so that the abdomen bulges and contracts. Beginners can practice 10 to 20 rounds initially and gradually increase it to 50 rounds.

Step 3: After the practice, slowly return to *Vajrāsana*.

Step 4: Release the right leg and the left leg and come to *Daṇḍāsana*.

Relax in *Śithila Daṇḍāsana*.

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Note for the Teacher

- Discuss with the students, how they felt after the practice.
- Ask them whether they can concentrate on breath while practising.

Step - 3

Step - 4

Viśrānti: Śithila Daṇḍāsana

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Sūkshma Vyāyāma

Sūkshma Vyāyāma is a series of subtle exercises designed to loosen (release tension) the joints and improve flexibility. The term "*Sūkshma Vyāyāma*" comes from Sanskrit, where "*Sūkshma*" means "subtle" or "micro" and "*Vyāyāma*" means "exercise" or "movement". These exercises are gentle, easy to perform and can be practised by people of all ages and fitness levels.

The exercises involve small, subtle movements that focus on different parts of the body. These movements help to increase circulation, improve joint mobility and release muscular tension. The subtle movements enhance blood flow to various parts of the body, promoting better circulation and oxygenation of tissues.

Each movement is synchronised with the breath, enhancing the flow of *Prānā* (vital energy) throughout the body.

The simplicity of *Sūkshma Vyāyāma* makes it accessible to everyone, including the elderly, those with limited mobility or beginners new to Yoga. These exercises can be performed while sitting or standing.

Sūkshma Vyāyāma includes neck exercises, shoulder rotations, finger and wrist movements knee movements, ankle and foot exercises, etc.

Let's practice *Sūkshma Vyāyāma* for the neck.

Neck Movements (*Greevasanchālana*)

This set of neck exercises increases the strength and flexibility of neck joints and muscles.

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1. Up and down movement

Sit in *Vajrāsana*, adopt chin mudra and place hands on the thighs.

Sthithi

While inhaling, bend the neck backward.

Step - 1

While exhaling, bend the neck downward, such that chin touches the chest.

Step - 2

Come back to Sthithi after the practice.

Sthithi

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2. Left and right movement

While exhaling, turn the head to the right and inhale come to the centre.

Step - 3

While exhaling, turn the head to the left and inhale come to the centre.

Step - 4

3. Side bending of the neck

While exhaling, turn the head to the right and inhale come to the centre.

Step - 5

While exhaling, turn the head to the left and inhale come to the centre.

Step - 6

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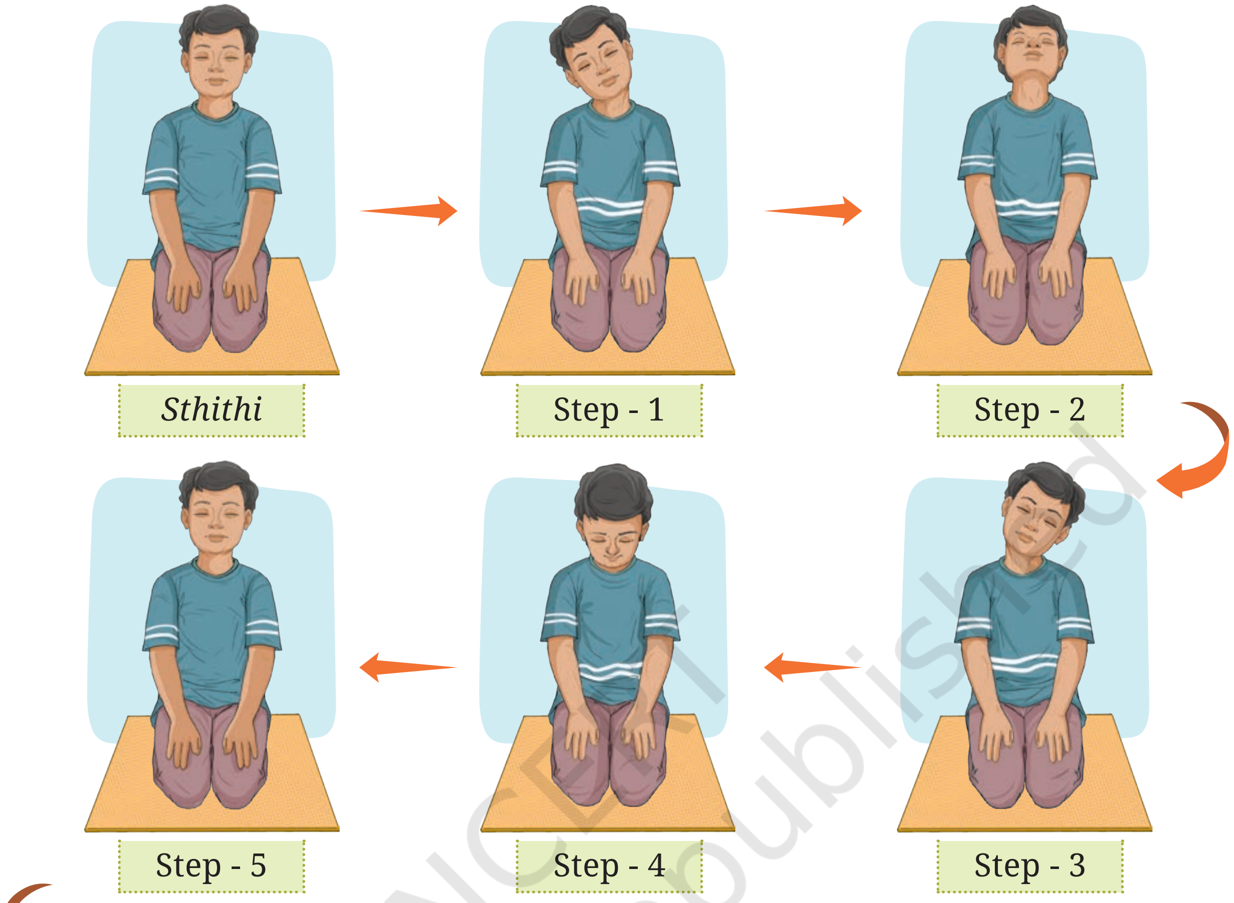
4. Rotate the neck clockwise and anti-clockwise



At the end of all exercises relax in *Śithila Dandāsana.*

Complete five rounds for each exercise above. Repeat the same practice in the anti-clockwise direction.

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Note for the Teacher

- Ensure that students keep their spine erect during the practice.
- Check in to see if they were comfortable doing the practice.
- This practice is to be avoided in case of any neck injury.

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Śithalīkarana Vyāyāma (Dynamic Practices)

Śithalīkarana Vyāyāma refers to a set of loosening exercises that prepare the body for more intense Yoga practices.

Śithalīkarana Vyāyāma is designed to warm up the body, flex the spine by repeatedly stretching and relaxing different muscles. It also improves joint mobility and enhance circulation. These are often used at the beginning of a Yoga session to ensure that the spine and large muscles are adequately prepared for the *Āsanas*.

Śithalīkarana Vyāyāma or dynamic practices*:*

1. Jogging in Place: Various forms of jogging (slow, backward, forward and side) to elevates heart rate and warm up the body.
2. Bending forward, backward and sideways: Improves mobility and flexibility of the waist region.
3. Leg swings and rotations: Movements to enhance mobility in the lower body.
4. Spinal twists: Gentle twists to stretch and relax the spine.

In this grade let's practice *Pavanamuktāsana Kriya* to keep our spine healthy. It is practiced with one leg and both leg movements.

1. *Ekapāda Pavanamuktāsana Kriya* (single leg)
2. *Dvi Pāda Pavana Muktāsana Kriya* (both legs)

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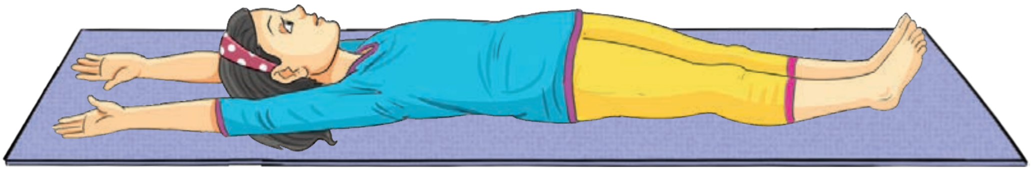
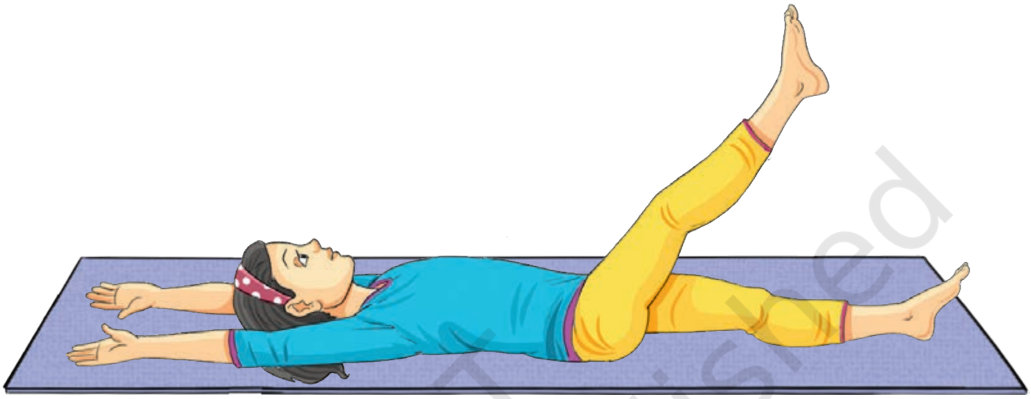
Ekapāda Pavanamuktāsana Kriya (single leg)

Sthiti:
Supine posture



Step - 1



Step - 2

Step - 3

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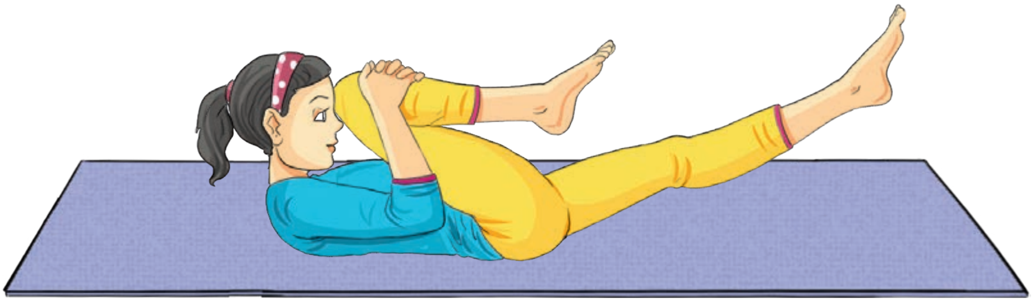
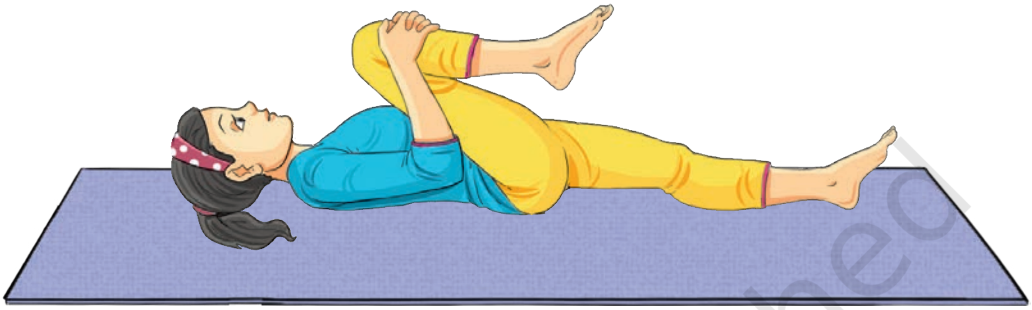
Step - 4



Step - 5



Viśrānti: Śavāsana

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Come to *Sthiti*: Supine posture

Step 1: While inhaling, raise the right leg at a 45° angle.

Step 2: Further, inhale and raise the right leg at a 90° angle.

Step 3: While exhaling, bend the right leg at the knee, inhaling interlock both the hands around the right knee and pull it back.

Step 4: While exhaling, raise the head and touch the chin or head to the knee and simultaneously rise the left leg.

Step 5: Rotate the right leg clockwise and anti-clockwise for five rounds each.

Release the legs and relax in *Śavāsana*.

Repeat the practice with the left leg.

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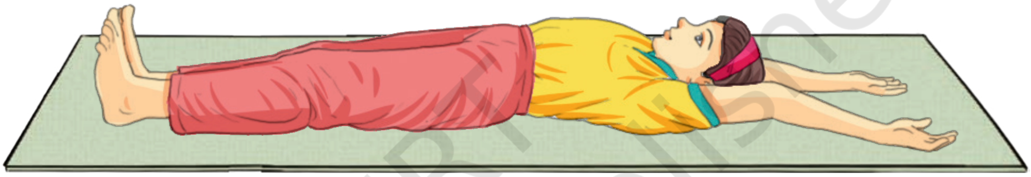
Dvi Pāda Pavana Muktāsana Kriya

This *kriya* includes following actions:

Preparation steps for *kriya*

1. *Kriya* Practice:
   a. Rock and Roll
   b. Left and Right movement
   c. Rotation
2. Steps to release the legs after practice

Sthiti:
Supine posture



Step - 1

Step - 2

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Step - 3

Step - 4

Come to *Sthiti*: Supine posture

Step 1: While inhaling, raise both the legs at a 45° angle.

Step 2: Further, inhale and raise both the legs at a 90° angle.

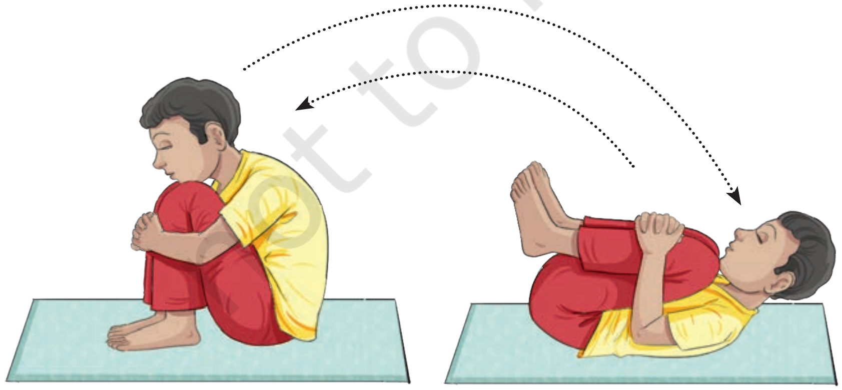
Step 3: While exhaling, bend both the legs at the knee and while inhaling interlock both the hands around the knees and pull them back.

Step 4: While exhaling, raise the head and touch the chin or head to the knee.

1. Let us perform the *Kriya* practice

a. Rock and Roll

Roll forward and backward for five rounds.



Note

While rolling back, inhale and while rolling forward, exhale. If possible, try to get up on your feet when rolling forward.

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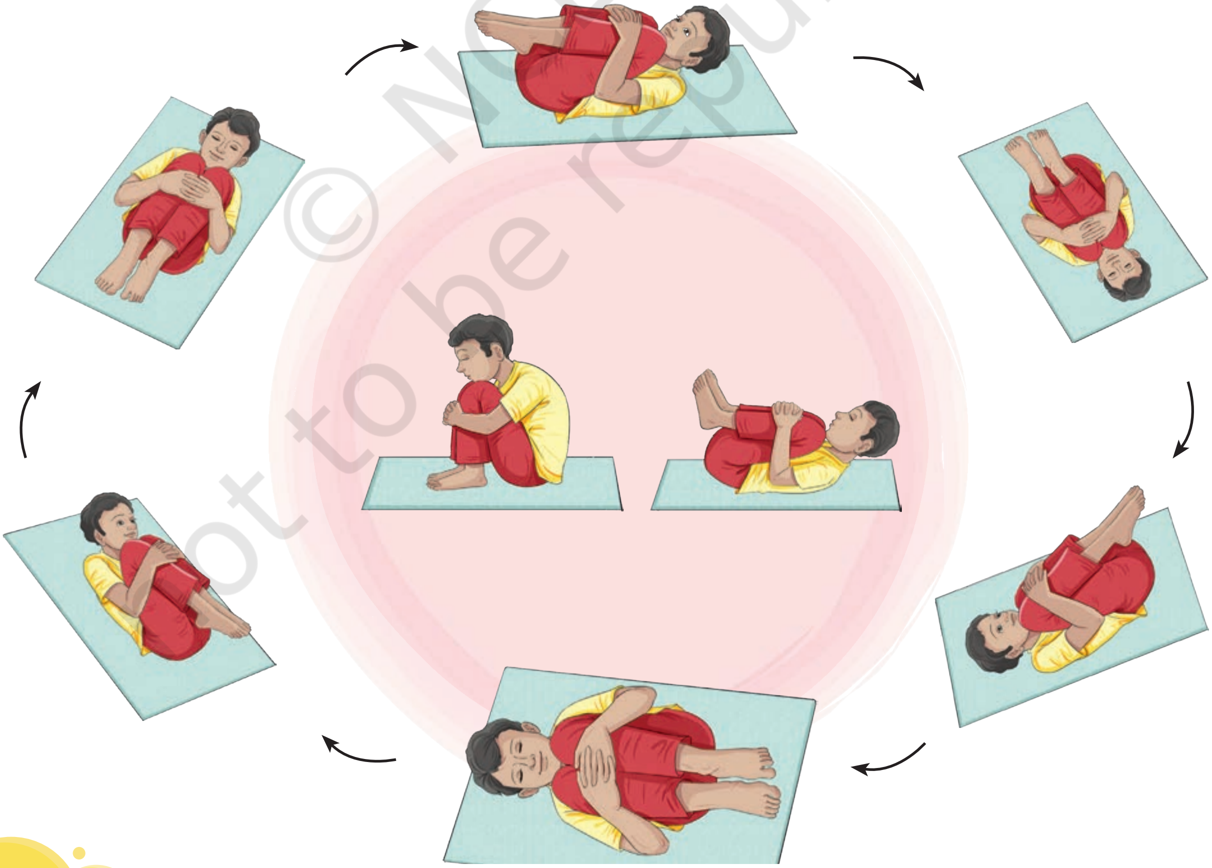
b. Left and right

While exhaling, slowly move the body to the left side.	While inhaling, come to the centre.	While exhaling, slowly move the body to the Right side.

c. Rotation

Start rotating the body clockwise and anti-clockwise direction for five rounds and come to the centre.



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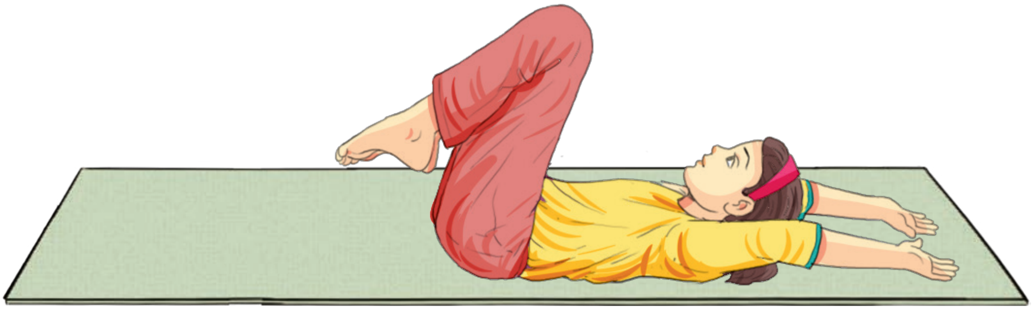
2. Follow the below steps to release the legs after the practice and come back to *Śavāsana*

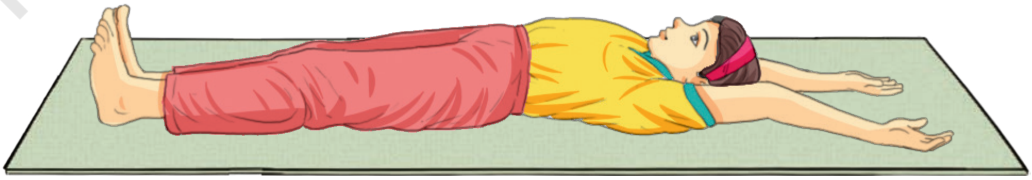
Step - 5



Step - 6

Step - 7

Step - 8



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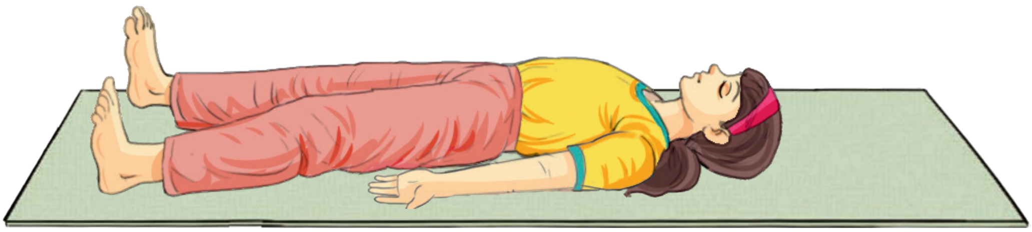
Viśrānti: Śavāsana



Come to *Sthiti*: Supine posture

Step 5: While inhaling, release the hands.

Step 6: Inhaling further, stretch the legs at a 90° angle.

Step 7: While exhaling, bring the leg at a 45° angle.

Step 8: Exhaling some more, place your legs back on the mat.

Relax in *Śavāsana*.

BENEFITS

1. Regular practice of *Pavanamuktāsana* can reduce abdominal fat.
2. It releases gas accumulated in the digestive tract and improves digestion.
3. It increases appetite and assimilation of food.
4. It prevents constipation.

Limitations: This practice is to be avoided by students, who have undergone recent abdominal surgery and those with severe health problems.

Note for the Teacher

- Ensure that students perform practice with ease and take time to relax the body after the practice.
- Ask the students to observe the changes in their breathing after the practice.

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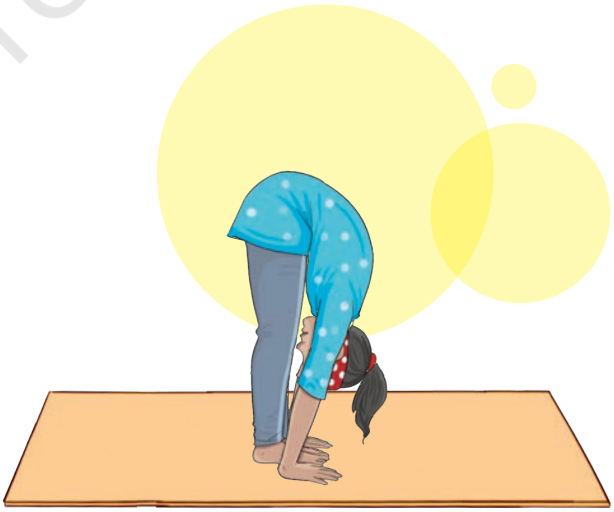
Sūrya Namaskāra

Sūrya Namaskāra is a series of 12 powerful Yoga poses performed in a sequence. This practice is traditionally done in the morning to greet the sun and energise the body for the day ahead. *Sūrya Namaskāra* combines *Āsana* (postures), *Prāṇāyāma* (breath awareness) and chanting of *mantrās*, making it a comprehensive workout for the body and mind. It serves as an excellent warm-up for more advanced Yoga practices or as a standalone routine for maintaining overall health and well-being.

Now let us learn the various preparatory techniques of *Sūrya Namaskāra* practice.

1. *Ardhachakrāsana* to *Pādahastāsana*

While inhaling come to *Ardhachakrāsana*



While exhaling come to *Pādahastāsana*

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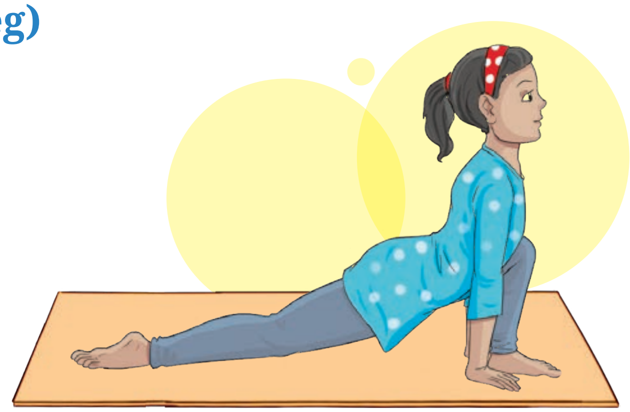
2. *Pādahastāsana* to *Aśvasañcalanāsana* (Alternate the practice with right and left leg)

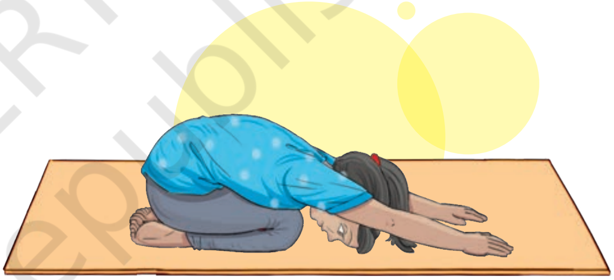
While inhaling, come to *Pādahastāsana*



While exhaling, come to *Aśvasañcalanāsana*

3. *Daṇḍāsana* to *Śaśāṅkāsana*

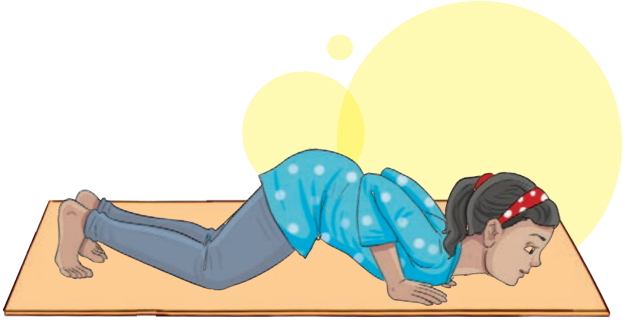
While inhaling, come to *Daṇḍāsana*



While exhaling, come to *Śaśāṅkāsana*

4. *Daṇḍāsana* to *Sāṣṭāṅga Namaskāra*

While inhaling come to *Daṇḍāsana*



While exhaling come to *Sāshtāṅga*

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5. *Ūrdhvamukha Śvānāsana* to *Adhomukha Śvānāsana*

While inhaling, come to *Ūrdhvamukha Śvānāsana*

While exhaling, come to *Adhomukha Śvānāsana*

Do each practice for five rounds.

BENEFITS

1. *Sūrya Namaskāra* strengthens the muscles, improves flexibility and enhances cardiovascular health.
2. It stimulates the digestive system, improving digestion and metabolism.
3. *Sūrya Namaskāra*, along with mindful breathing, helps reduce stress and anxiety, promoting mental clarity and focus.

Limitations: The preparatory practice is to be avoided by students who have undergone recent abdominal surgery and have serious health concerns.

Note for the Teacher

- While students practice the techniques, ensure that they avoid jerky movements.
- Breathing should be steady and rhythmic.

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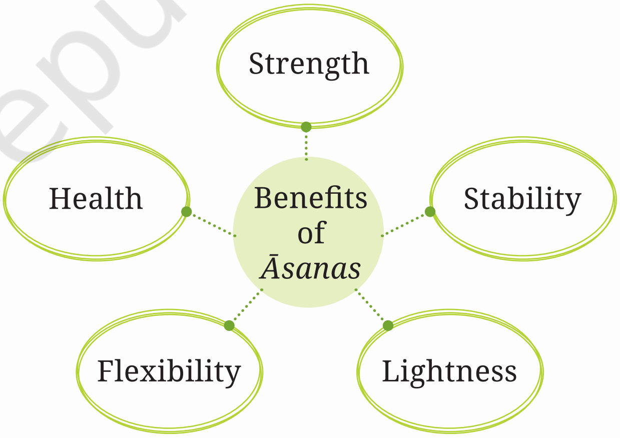
Chapter 3

Āsanas

Āsana, the third limb of *Ashtāṅga* Yoga, are specialised postures of the body, which help our body to be flexible, strong, balanced and disease-free. *Mahārṣi* Patanjali defines *Āsana* as "*Sthirm Sukham Āsanam*" which, meaning to be "able to be in a comfortable position for extended periods." When *Āsanas* are combined with breath awareness, they cultivate a deeper connection between the body and mind. They also remove physical discomfort and prepare individuals for meditation.

There are several benefits of practising *Āsanas* every day, some of which are listed below:



1. Strength and flexibility: Regular practice of *Āsanas* increases muscle strength, flexibility and balance. Different poses target various muscle groups, enhancing overall physical fitness.
2. Improved functioning of internal systems: *Āsanas* improve blood flow and oxygen delivery to all parts of the body. Many poses stimulate internal organs and glands, thus improving digestion and metabolic functions.
3. Concentration and relaxation: Practising *Āsanas* helps to calm the mind and reduce stress by focusing on the breath and the body.

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4. Mind-body connection: *Āsanas* create a harmonious connection between the body and mind, which is essential for spiritual growth and self-awareness.

Are you ready to continue your *Yogic* journey? Loosen the joints, flex the spine and prepare the mind to perform standing, sitting, prone and supine *Āsanas*.

Guidelines for the Practice of *Āsanas*

1. Yoga practice should be done in clean and well-ventilated place.
2. Always use a mat for practice.
3. *Āsanas* should always be performed empty stomach. Avoid the practice of *Āsanas* for at least four hours after having food. Best is in the morning before going to school.
4. Spectacles, wrist watches and jewellery should be removed before doing the practice.
5. Wear loose and comfortable clothes.
6. Follow the steps given for each *Āsanas* and maintain each posture with closed eyes if possible.
7. Keep the body relaxed and be aware of your breathing while practising.
8. If you have any health problems, inform your teacher before starting Yogic practices.
9. Relax after performing the *Āsanas*.
10. Perform all *Āsanas* under the guidance of a teacher.

In this grade we shall learn following *Āsanas*:

- Standing – *Ardhakaṭicakrāsana*
- Sitting – *Padmāsana*
- Prone – *Bhujaṅgāsana* and *Shalabhāsana*
- Supine – *Uttanapadāsana*

Perform each *Āsana* under the guidance of the teacher and according to the steps provided.

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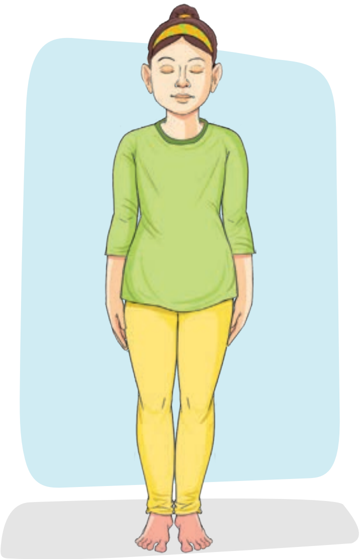
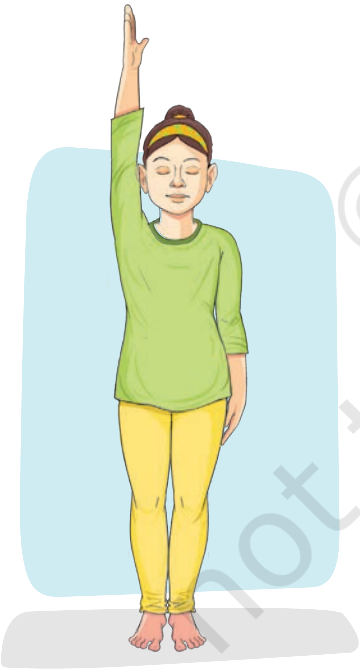
Ardhakaṭicakrāsana: Lateral arc posture (lateral bending)



Sthiti: Tādāsana

Step - 1

Step - 2



Step - 3

Step - 4

Viśrānti: Śithila Tādāsana

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Come to *Sthiti Tādāsana.*

Step 1: While inhaling, raise the right hand up at a 180° angle. Let the right bicep touch the right ear, with the palm facing the left side. Inhale and stretch up further. Feel the stretch from the toes to the fingers.

Step 2: While exhaling, laterally bend towards the left side at the trunk region. Feel the stretch from the toes to the fingers. Feel the compression on the left side and the extension on the right. Stay in this posture for a few minutes with ease and pleasure.

Step 3: While inhaling, bring the right hand back at a 180° angle. Inhale and stretch up further.

Step 4: While exhaling, release the hand down.

Relax in *Śithila Tādāsana*.

Repeat the *Āsana* on the left side.

Benefits

1. *Ardhakaṭicakrāsana* helps to reduces the fat around waist region, provides lateral bending to the spine and improves the liver function.
2. The practice helps keeping the spine flexible and healthy. It also strengthens the legs, knees, thighs and calf muscles.

Limitations: This *Āsana* has no limitations.

Note for the Teacher

Ensure students do not bend forward or backward, but bend laterally.

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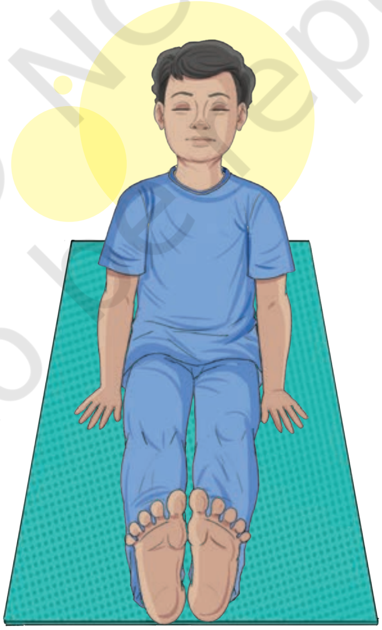
Padmāsana – Lotus Posture

Sthiti: Daṇḍāsana

Step - 1

Step - 2

Step - 3



Step - 4

Viśrānti: Śithila Daṇḍāsana

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Come to *Stithi Daṇḍāsana*

Step 1: While inhaling, fold the right leg and keep it on the root of the left thigh.

Step 2: While exhaling, fold the left leg and keep it on the root of the right thigh. Adopt *Cin Mudra* in both the hands and place it on the thighs. Keep the back erect, neck free and face smiling. Close the eyes and stay in this posture for a few minutes with ease and pleasure.

Step 3: While inhaling unfold the left leg.

Step 4: While exhaling, unfold the right leg and come to *Daṇḍāsana*.

Relax in *Śithila Daṇḍāsana.*

Repeat the *Āsana* with the left leg.

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Benefits

1. *Padmāsana* is called 'the destroyer of disease' and good meditative posture.
2. It stimulates the nerves in the lower back and increases the flow of blood to them.

Limitations: Students with knee and ankle joint pain should avoid this practice.

Note for the Teacher

- Ensure students sit with the spine erect.

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Bhujaṅgāsana – Serpent Posture

Sthiti:
Prome posture

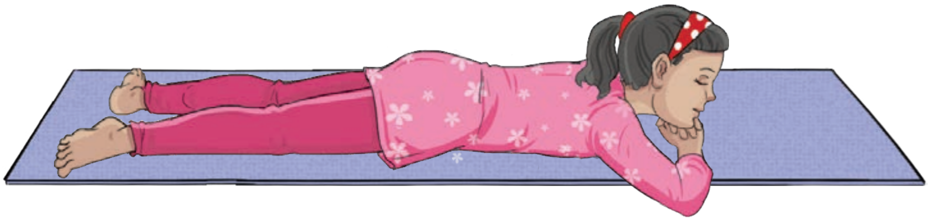
Step - 1

Step - 2

Step - 3

Step - 4

Viśrānti:
Makarāsana



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Come to *Stithi* Prone posture

Step 1: Keep the hands by the side of the chest, with the palms facing down and chin on the ground.

Step 2: While inhaling, raise the body till the hands are straight. Keep your eyes closed. Stay in this posture for a few minutes.

Step 3: While exhaling, slowly come down and place the forehead on the ground.

Step 4: Move both hands above the head, with palms facing down. Rest your forehead on the ground and keep your eyes gently closed.

Relax in *Makarāsana.*

BENEFITS

1. *Bhujaṅgāsana* brings flexibility to the spine and strengthens the spinal muscles.
2. It reduces the abdominal fat.
3. It is useful for respiratory disorders.

Limitations: Students who have undergone recent abdominal surgery may avoid this practice.

Note for the Teacher

- Ensure the students keep the palms by the sides of the chest and don't spread the elbows.
- Body below the navel to be in touch with the ground.

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Shalabhāsana – *Locust* Posture

Sthiti:
Prone posture

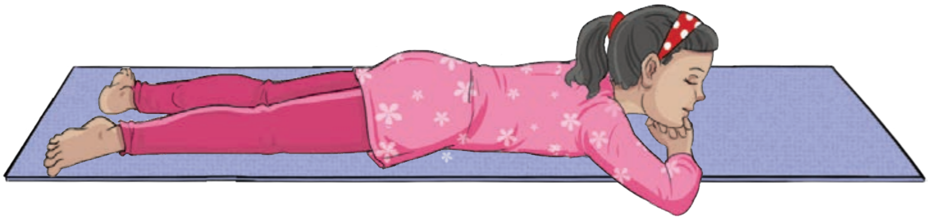
Step - 1

Step - 2

Step - 3

Step - 4

Viśrānti:
Makarāsana



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Come to *Stithi* Prone posture

Step 1: Make a fists with both hands and place them below the thighs. Then place your chin on the ground.

Step 2: While inhaling, raise both legs without bending the knees. Stay in this posture with your eyes closed for a few minutes.

Step 3: While exhaling, slowly place the legs on the ground.

Step 4: Raise both the hands above the head. Palms facing down. Forehead on the ground. Eyes gently closed.

Relax in *Makarāsana.*

BENEFITS

1. *Shalabhāsana* helps in keeping the spine healthy and flexible.
2. It strengthens the hips, thighs, knees and calf muscles.
3. It enhances the functioning of the kidney.

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Limitations: Students with heart conditions and diabetes can avoid this practice.

Note for the Teacher

- Ensure students are careful while performing this in case of lower back pain.
- Ask whether the students are able to maintain the final posture without any discomfort.
- Ask them to observe their breathing during the practice.

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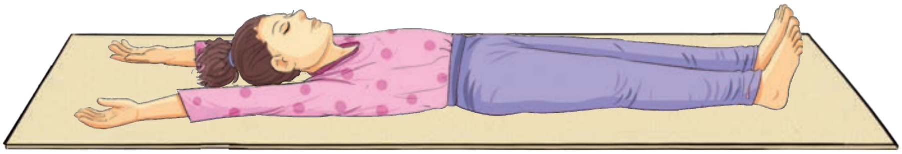
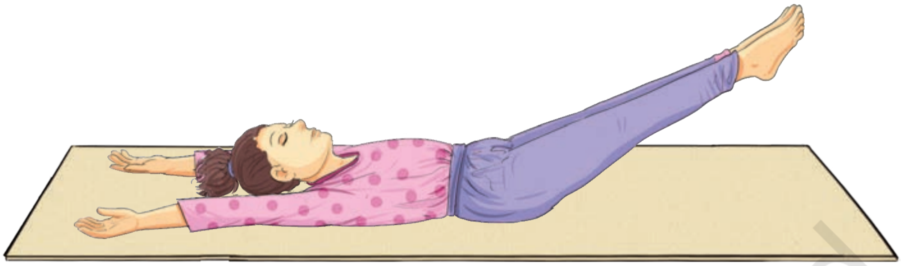
Uttanapadāsana – Raised Leg Posture

Sthiti:
Supine posture

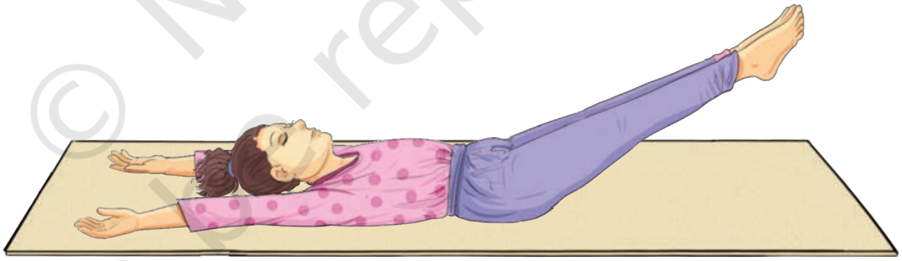


Step - 1

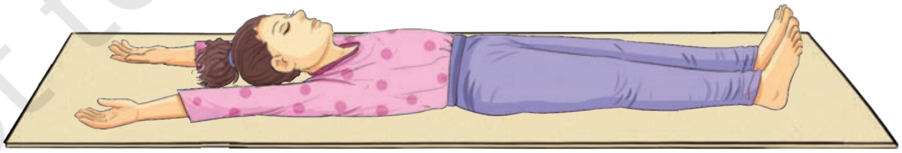


Step - 2

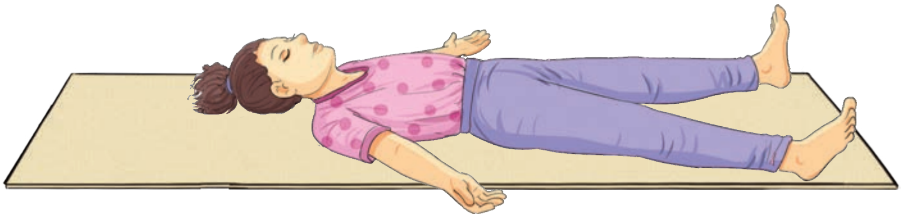
Step - 3



Step - 4



Viśrānti:
Śavāsana



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Come to *Stithi* Supine posture

Step 1: While inhaling, raise both the legs at a 45° angle.

Step 2: Inhaling further, raise both the legs to at a 90° angle. Maintain the posture for as long as you can, breathe normally.

Step 3: While exhaling, slowly bring both legs at a 45° angle.

Step 4: Exhaling further, place both the legs on to the mat.

Relax in *Śavāsana.*

Benefits

1. *Uttanapadāsana* brings flexibility to the spine and strengthens the spinal muscles.
2. It reduces the abdominal fat.

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Limitations: Students with lower back pain should avoid this practice.

Note for the Teacher

- Ensure the students keep the legs straight, without bending the knees.

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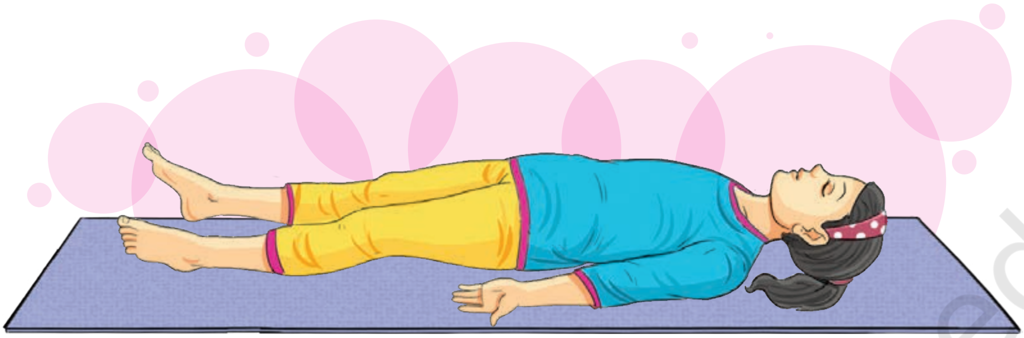
Relaxation – Quick Technique

After performing *Āsana*, it is advisable to perform relaxation. This helps in releasing any tension in the body and calms down the mind.



Lie on your back with legs apart, hands apart and palms facing the roof. Release the whole body and relax.

Observation of abdominal movements

Observe the rise and fall of the abdomen as you breathe. Observe for five rounds.

Synchronise breathing with abdominal movements

Slow down the breathing and synchronise it with abdominal movements.

While inhaling, the abdomen rises up and while exhaling, take over sinks.

Each inhalation and exhalation together form one round. Observe for five rounds.

Observation of feelings

While inhaling, feel the body becoming light and energetic.

While exhaling, feel the body collapsed and relaxed. Observe for five rounds.

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Chapter 4

Prāṇāyāma

One of the most essential signs of life is breath. It has to function continuously for us to be alive. The quality of breath has a profound impact on the quality of our lives. In Yoga, breath is called manifestation of '*Prāna*' (life force) and '*Ayāma*' is control and expansion of this life force – breath. There are three important practices in *Prāṇāyāma*.

1. Inhalation of breath (Puraka)
2. Exhalation of breath (Rechaka)
3. Retention of breath (Kumbhaka)

There are several *Prāṇāyāma* techniques (breathing practices) to strengthen the life force. It impacts the smooth functioning of major systems of our body (digestive, circulatory, respiratory, excretory and nervous systems), calm down the mind, improve concentration and helps in achieving overall harmony and well-being.

Prāṇāyāma starts with breathing practices to develop healthy habits of deep and rhythmic breathing and being aware of the breath. *Prāṇāyāma* stimulates, calms down and balances the energy channels promoting calmness and clarity.

Techniques like *Bhrāmarī* soothe the nervous system and reduce anxiety. There are several other techniques to increase the oxygen supply, energise the body and exercise the lungs.

Now, we will learn about:

1. Sectional Breathing
2. *Nādīśuddhi Prāṇāyāma*
3. *Bhrāmarī Prāṇāyāma*

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Perform these techniques under the guidance of the teacher and follow the instructions given below.

Guidelines for the practice of *Prānāyāma*:

1. Breathing in *Prānāyāma* should be done through the nose only.
2. The face, shoulder and other parts of the body should be relaxed while practising Prānāyāma.
3. Keep the eyes closed, neck and head straight and spine erect.
4. Observe the abdominal movement during the Prānāyāma practice.
5. Repeat each practice five times to understand it fully and then practice it daily to slowly gain mastery.

Sectional Breathing

Sectional breathing is a *Prānāyāma* technique— that involves consciously directing the breath to specific sections of the lungs to enhance respiratory capacity and awareness. This technique helps practitioners become more aware of their breathing, which improves lung efficiency by fully utilising different parts of the lungs. It also ensures better oxygenation of blood and reduces anxiety through deep mindful breathing.

Let us learn sectional breathing in the following three sections:

- Abdominal or diaphragmatic breathing
- Thoracic (chest) or intercostal breathing
- Clavicular (upper chest) or upper lobar breathing

Sit in *Vajrāsana*, *Vīrāsana*, *Padmāsana*, or *Sukhāsana* with spine erect, face relaxed and eyes gently closed.

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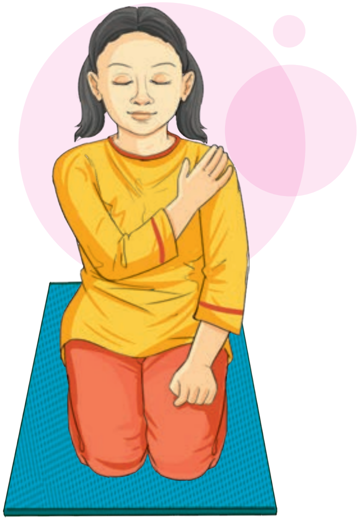
Abdominal or Diaphragmatic Breathing – *Adhama Śvāsa*

1. Adopt *Cin Mudra* and keep your hands on your thighs.
2. Inhale completely so that the abdomen bulges out and the diaphragm is pushed down.
3. Exhale slowly and completely so that the abdomen is drawn inwards and the diaphragm returns to its normal state.
4. The inhalation and exhalation should be slow, deep, smooth, relaxed and rhythmic.
5. There should be no jerks in the whole process.
6. Repeat the practice for five rounds.

Thoracic or (Chest) Intercostal Breathing – *Madhyama Śvāsa*

1. Adopt *Cinmaya Mudra* and keep your hands on your thighs.
2. Inhale deeply while expanding the chest.
3. Exhale completely while contracting the chest.
4. During thoracic breathing, air flows through both the nostrils slowly and continuously and the middle lobes of the lungs open up.
5. Repeat the practice for five rounds.

Clavicular (Upper Chest) or Upper Lobar Breathing – *Ādhya Śvāsa*



1. Adopt *Ādi Mudra* and keep your hands on your thighs.
2. Inhale deeply while raising the collar bones.
3. Exhale slowly while bringing back the collar bones to normal position.
4. Repeat the practice for five rounds.

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Full Yogic Breathing – *Pūrna Śvāsa*

1. Adopt *Brahma Mudra* as shown in the picture and place it below the navel region.
2. Inhale deeply while bulging the abdomen, expanding the chest and raising the collar bones.
3. Exhale slowly while sinking the abdomen, contracting the chest and bringing back the collar bones.

Alternate Nostril Breathing – *Nādīśuddhi Prānāyāma* or *Prānāyāma*

Nādīśuddhi Prānāyāma is a simple and powerful technique that balances the flow of *Prānā* (life force) and cleans the subtle energy channels. *Nādī* means energy channels and *śuddhi* means cleaning. The balanced and rhythmic breathing patterns calm down the mind, reduce anxiety and promote emotional stability.

A few points are important for the practice of *Nādīśuddhi Prānāyāma*:

1. Practice this *Prānāyāma* daily for long-term benefits.
2. Be aware of the breath while practising.
3. Let the breath flow naturally.
4. Avoid jerks or strain during the practice.

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Note for the Teacher

- Encourage the students to co-ordinate the movement with the breathing.
- Ensure students perform sectional breathing smoothly.

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Now, let us practice *Nādīśuddhi Prānāyāma.*

Step - 1

Step - 2

Step - 3

Step - 4

Step - 5

Step - 6

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Step 1: Sit in *Padmāsana, Vajrāsana,* or *Sukhāsana* with the spine erect, face relaxed and eyes gently closed.

Step 2: Adopt *Nāsika Mudra* in the right hand by folding the index and middle finger, placing it on the left thigh. Keep the thumb, the ring finger and the little finger open. Now adopt *Cin Mudra* in the left hand and place on the left thigh.

Step 3: Close the right nostril with the thumb, and exhale completely through the left nostril. Inhale deeply through the left nostril, hold the breath, lift the thumb from the right nostril and close the left nostril with the ring and the little finger.

Step 4: Exhale slowly through the right nostril. Inhale deeply through the right nostril, lift the ring and little finger from the left nostril and close the right nostril with the thumb.

Step 5: Exhale slowly through the left nostril. This counts as one round. Continue this practice for three to five rounds.

Step 6: After the practice, drop the right hand, adopt *Cin Mudra* and observe the changes.

Benefits of *Nādīśuddhi Prāṇāyāma*

1. *Nādīśuddhi Prāṇāyāma* promotes balance between both nostrils apart from cleansing the nasal tract.
2. It increases the appetite.
3. It helps in reducing stress hormones.

Note for the Teacher

- Demonstrate *Cin Mudra* and *Nāsika Mudra* to the students and ensure they do it properly.
- Demonstrate one full cycle of right and left nostril breathing with instructions.
- Observe the position of the thumb, ring finger and little finger during the practice to help them understand the technique and follow the steps properly.
- Ask them how they felt after the practice and if they were able to experience a calm state of mind.

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Bhrāmarī Prāṇāyāma

The *Bhrāmarī Prāṇāyāma* technique mimics the humming sound of a female bee. The name "*Bhrāmarī*" comes from the Sanskrit word "*Bhrāmarī*," which means female bee. *Bhrāmarī Prāṇāyāma* is a calming technique, which has a soothing effect on the mind and nervous system. It involves inhaling deeply and producing a low humming sound during exhalation.

Bhrāmarī Prāṇāyāma has several benefits:

1. Reduces stress and anxiety.
2. Improves concentration and memory.
3. Improves sleep quality.
4. Induces a state of deep relaxation.
5. Balances blood pressure.

Let us learn how to perform *Bhrāmarī Prāṇāyāma*:

- Sit in *Sukhāsana* with the spine erect, face smiling and eyes gently closed.
- Inhale deeply with both nostrils filling both the lungs.
- As you exhale, make a steady, low-pitched humming sound like a bee. (*Makara* sound from *Omkāra* chanting)
- Feel the vibration of the sound resonate throughout your head and body.
- Repeat the practice five times.

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Note for the Teacher

- Ask the students whether they could feel the resonance during the practice. Ask about their state of mind after the practice.

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Pratyāhāra

In today's fast-moving world, *Pratyāhāra* assumes a very important role. As all our sense organs are turned outward they respond to speed, it is necessary to learn the art of slowing down or different ways of sublimation or willful withdrawal of our senses.

The Yogic practice of *Pratyāhāra* helps to increase happiness by exercising moderation in food, entertainment, sleep and in all our activities. By practising *Pratyāhāra* one can avoid distraction caused by our senses. By doing this one can process the inward journey.

In the previous chapters, we have learnt various ways of managing the senses through *Pratyāhāra* activities.

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Chapter 5

Dhārana, Dhyāna, and Samādhi

In this chapter, let us first learn about how to focus before doing *Dhyāna*.

Have you ever sat down calmly with your eyes closed?

When our eyes are open, we see the world outside and when our eyes are closed, we can experience the world within us.

Dhārana, *Dhyāna* and *Samādhi* are three limbs of *Ashtāṅga* Yoga, which deal with focusing and calming the mind to experience peace and joy.

The first step towards experiencing the peace within is to focus our wandering mind on some object, it can be observing the breath or flame of the candle or the tip of the thumb from the stretched hand. This single-point concentration is called *Dhārana*. *Dhārana* involves keeping the mind steady and maintaining concentration.

Let us learn the art of focusing by practising *Jatru Trataka* using the shoulders and the thumbs.

Jatru Trataka

Jatru Trataka is a Yogic gazing that helps to bring one pointed concentration or focus. It is a practice where the gaze is fixed on an object or the target.

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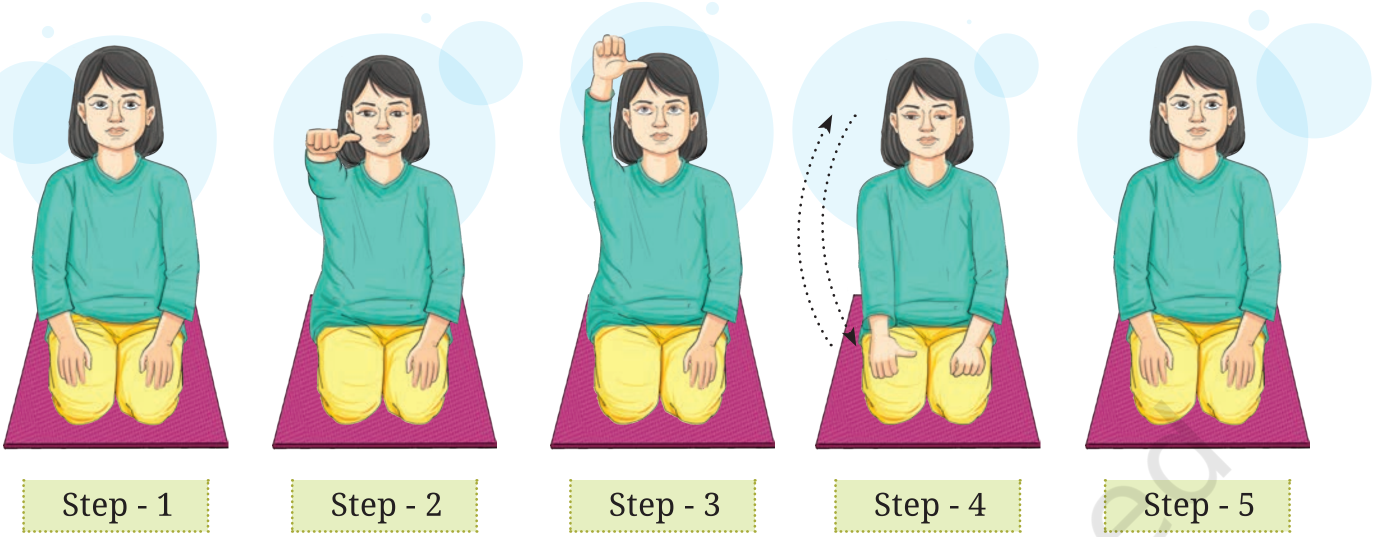
Up and Down Viewing



Step 1: Sit in *Vajrāsana* or *Sukhāsana* comfortably. Keep your eyes open and hands on the thigh.

Step 2: Lift the right hand to the shoulder level in front, and make a fist with the thumb turned sideward.

Step 3: Focus eyes on the tip of the thumb and slowly start moving the right hand up.

Step 4: Both the eyes must be constantly focused on the tip of the thumb while the hand keeps moving up and down. Do not move the head, but move only the eyeballs up and down. Repeat this practice for three to five rounds.

Step 5: After the practice do simple palming and relax in *Vajrāsana* or *Sukhāsana* .

Repeat the same practice on the left side.

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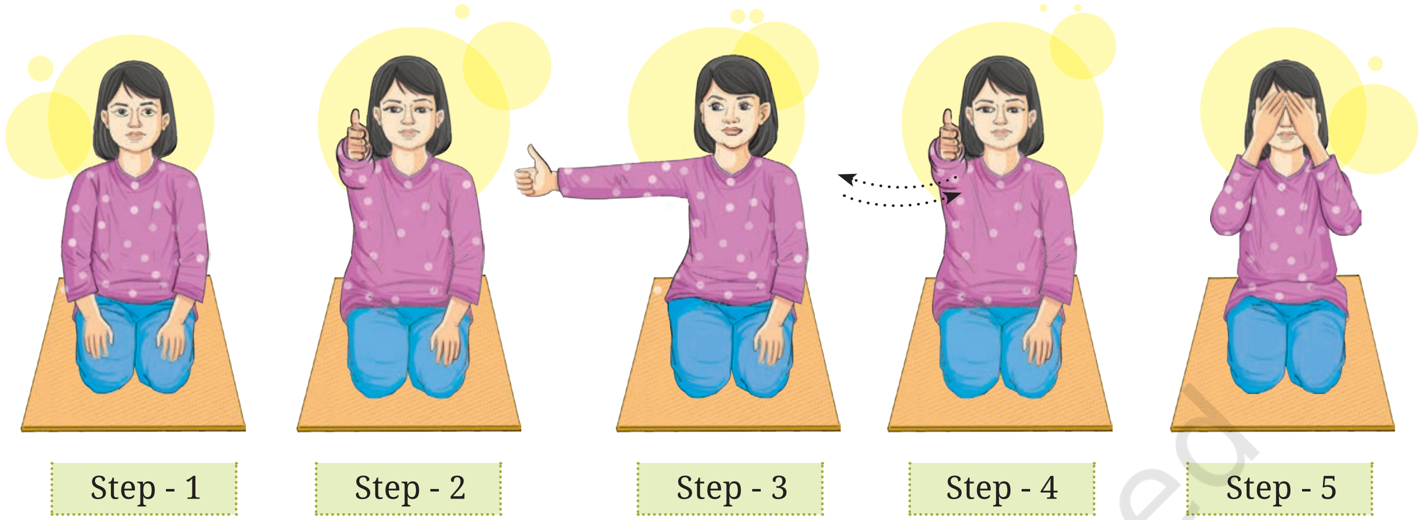
Right and Left Viewing



Step 1: Sit in *Vajrāsana* or *Sukhāsana* comfortably. Keep your eyes open and hands on the thighs.

Step 2: Stretch the right hand in front, and make a fist out of it with the thumb raised upwards.

Step 3: Move the right hand towards the right shoulder parallel to the ground and keep gazing at the tip of the thumb. Maintain this position for a while by holding the hand at the right end.

Step 4: Slowly move the right hand back to the original position while gazing at the tip of the thumb. Do not move the head but move only the eyeballs sideways.

Step 5: After the practice do simple palming and relax in *Vajrāsana* or *Sukhāsana*.

Repeat the same practice on the left side.

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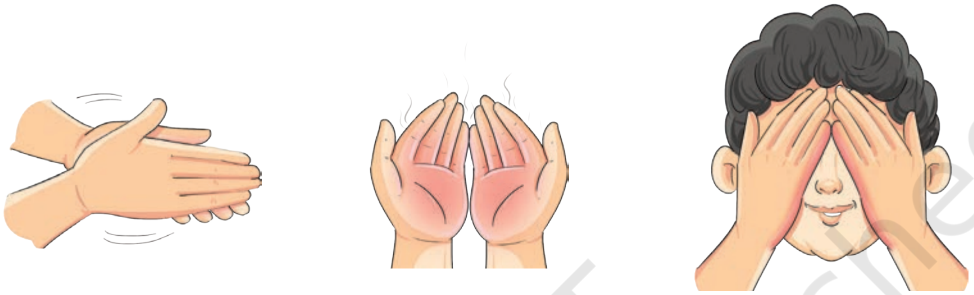
Simple palming procedure:

1. Rub both palms until they become warm.
2. Cup your palms and place them gently over the eyes (do not put pressure on the eyeballs).
3. Keep the eyes closed.

Keep your palms on your eyes for 10–15 seconds, then gently lift them.



BENEFITS

1. *Jatru Trataka* improves concentration, intelligence and memory.
2. It also improves eyesight and vision.
3. It enhances self-confidence, patience and willpower.

Limitations: Students with severe headache should avoid the practice.

Note for the Teacher

- Ensure that students remove their glasses and wrist watches.
- Encourage them to sit with the head, neck and spine erect during the practice. Always open the eyes with a few blinks.
- Ensure palming is done after each practice.

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Dhyāna

Dhyāna means meditation, contemplation or reflection of the higher self or God. When concentration becomes uninterrupted and flows continuously like a stream, it transforms into *Dhyāna*. In *Dhyāna*, there is a continuous flow of attention towards the chosen focus without distraction. Unlike *Dhārana* where effort is required to maintain concentration, *Dhyāna* is characterised by a state of effortless presence and immersion in the object of meditation.

Practising *Dhyāna* leads to a profound sense of inner stillness and tranquility. Regular practice of *Dhyāna* enhances mental clarity, sharpens focus, reduces anxiety and improves cognitive function.

Dhyāna can be practiced in many ways. In this grade, we will learn about *Nadānusandhāna* (meditating on sound).

Guidelines for the practice of *Dhyāna*

1. Find a calm and clean place. Sit in *Padmāsana* or *Sukhāsana* with the spine erect and the body relaxed.
2. Select the object of focus, such as a breath or a *mantrā* or some visual object and focus your attention on it. Keep your eyes closed during the practice.
3. Remain non-reactive to the thoughts or emotions that come up during the practice.
4. In the beginning it is generally difficult to observe the breath for a long time. If your mind wanders, slowly but firmly bring your attention back to your breath.
5. Consistency is important; practice *dhyāna* daily, starting with a few minutes and gradually increasing the duration.

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Nādanusandhāna (Sound meditation)

The term "*Nāda*" means sound and "*Anusandhāna*" means investigation or exploration. Therefore, *Nādanusandhāna* involves the exploration and deep meditation on sound vibrations. Different sounds like A, U, M and AUM are chanted slowly so that they generate a fine resonance all over the body.

- Sit in *Vajrāsana* or *Sukhāsana* with the spine erect, face relaxed and eyes gently closed.
- Adopt *Cin Mudra* in both hands and place it on the thighs.
- Chant *Akāra* for three to five rounds and feel the resonance in the lower body (abdominal).
- Chant *Ukāra* for three to five rounds and feel the resonance in the middle (chest region) part of the body.
- Chant *Mkāra* for three to five rounds and feel the resonance in the upper (head region) part of the body.
- Chant *Omkāra* for three to five rounds and feel the resonance in the body.
- Repeat the *Nādanusandhāna* several times a day. It helps in the expansion of awareness.

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SAMĀDHI

Samādhi is the highest state of consciousness. This is possible to achieve during meditation. In *Samādhi*, the mind is focused perfectly on the higher self or God for a long time.

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Chapter 6

Krīḍā Yoga

Various games are designed to understand concepts of Yoga playfully. In Sanskrit, *Krīḍā* means 'play' or 'sports'; hence, *Krīḍā* Yoga means learning Yoga through play. *Krīḍā* Yoga helps in developing some of the principles of Yoga such as joy, being mindful, concentration, strengthening breathing, creativity and love. *Krīḍā* Yoga helps reduce stress and anxiety, promoting mental well-being and emotional balance.

By making Yoga enjoyable and interactive, *Krīḍā* Yoga helps foster a lifelong interest in the practice and supports holistic development.

A few games are given below, you may design new games based on various principles of Yoga and play with your friends in the class or with members of your family.

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Padārtha Grāhi – Mindful Eating

Mindful eating is an indoor game, normally played in groups. This game can be used as an "icebreaker", a game played to reduce inhibitions and to bring out the best in the students. In this game, food is used as a theme to encourage students to develop healthy eating habits. This game brings out creativity, awareness and emotional culture.

How to play

1. Students are instructed to keep their left hand near their chest to resemble a plate.

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2. The teacher calls out names of different edibles and takes over edible things rapidly.

   For example, Names of vegetables: carrot, pumpkin, paper, beetroot, bat, cabbage, pencil, drumsticks, beans, radish, eraser, potato.

   Names of fruits: apples, mango, *chiku*, chair, grapes, orange, desk, banana, grapes, pineapple, duster, papaya, watermelon.
3. Whenever the teacher names a healthy food item, the students should mime eating from the plate with their right hands and say, “We eat”.

   For example, if the teacher says “Carrot”, the students should do the eating action and say, “We eat”.
4. The teacher can mix different non-edible items like mud, stone, etc. or junk food in between. For non-edible and junk food items, the students should remain silent.
5. The students who do the action or say, “We eat”, for non-edible or junk food items are considered out.
6. Those who remain till the end are declared winners.

Note for the Teacher

- The teacher can take up the names of healthy food (“We eat”) and junk food (silent).
- Food items like rice, *dosa*, *dal*, *chapati*, *idly*, *upma*, etc., can also be used.

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Pañcabhūta

Pañcabhūta is a group game, through which children learn the names of five elements or *Pañcabhūtas* as shown in the below picture. This game focuses on awareness, attention, listening comprehension and coordination between the body and the mind. Initially, the teacher has to perform the actions along with the students to understand the instructions of the game.

Pañcabhūta				
Pṛithvi	*Āāp*	*Agni*	*Vāyu*	*Ākāśa*
Earth	Water	Fire	Wind	Sky

How to play

1. The students should stand in a circle with the teacher in the centre.
2. When the teacher names a *pañcabhūta* element students should act as that element as given in the following table.
3. The speed of these motions can be increased gradually and the order of the *Pañcabhūtās* can be mixed.
4. The students who do it wrong are out. The student who remains till the end wins the game.

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Note for the Teacher

- Variations are encouraged to make the game interesting.
- Ensure all students participate in the game.

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Pṛithvi	The students should either squat, sit or crossed leg.	
Āāp	The students have to make the sound of water in the mouth (like Galagalagala.......)	
Agni	The students have to imitate the burning of the fire with their fingers by closing all the fingers and opening them.	
Vāyu	The students should raise both hands and rotate either clockwise or anti-clockwise.	
Ākāśa	The students should raise both hands with their palms facing the sky and look upwards.	

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Suggested Session Plans for Teachers

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Session plan for Yoga

Month 1				
	3rd period	*6th period*	*9th period*	*12th period*
Yoga for Daily Life	Yoga for Daily Life — Introduction (10 mins)	History of Yoga (10 mins)	What is Yoga? (10 mins)	Introduction to Yama (10 mins)
Yoga *Sādhana*	Neck Exercises (5 mins)	Neck Exercises (5 mins)	Dog Breathing (5) *Pavanamuktāsana* (Single leg) (10 mins)	Techniques of *Sūrya Namaskāra*
	Introduction to *Krīḍā* Yoga Mindful eating (15 mins)	Rabbit Breathing (5 mins)	Yoga *Sādhana*	*Ardhachakrāsana* to *Pādahastāsana*, *Aśvasañcalanāsana* interchanging of legs (10 mins)
	Yoga *Sādhana*	Mindful Eating (15 mins)	Techniques of *Sūrya Namaskāra* – *Ardhachakrāsana* to *Pādahastāsana* (5 mins)	Introduction to *Āsana*- *Ardhakaṭicakrāsana*

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Month 2				
	15th period	*18th period*	*21st period*	*24th period*
Yoga for Daily Life	Story on *Aparigrahas* (10 mins)	Test 1 Assessment (10 mins)	Activity on *Aparigraha* (10 mins)	Introduction to *Niyama* (10 mins)
Yoga *Sādhana*	Rabbit breathing (5 mins)	Dog Breathing (5) *Pavanamuktāsana* (single and both legs) (5 mins)	*Ardhachakrāsana* and *Pādahastāsana*, *Daṇḍāsana* to *Śaśāṅkāsana* (5 mins)	Dog and Rabbit breathing (5 mins)
	Aśvasañcalanāsana – interchanging of legs (5 mins)	Yoga *Sādhana*	*Padmāsana* (10 mins)	*Dandāsana* to *Sāshtāṅga* Namaskāra, *Ūrdhvamukha Śvānāsana* to *Adhomukha Śvānāsana* (10 mins)
	Daṇḍāsana and *Śaśāṅkāsana* (5 mins)	Introduction to *Padmāsana* (10 mins)	Introduction to *Prāṇāyāma* Sectional breathing — abdominal breathing (5 mins)	Relaxation (5 mins)
	Revision of *Ardhakaṭichakrāsana* (10 mins)	Yoga *Sādhana*	Yoga *Sādhana*	Yoga *Sādhana*

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Month 3				
	27th period	*30th period*	*33rd period*	*36th period*
Yoga for Daily Life	Activity on *Niyama* (10 mins)	*Story on Tapas* (10 mins)	*Activity on Tapas* (10 mins)	Yoga *Sādhana*
Yoga *Sādhana*	Rabbit and Dog Breathing (5 mins)	Neck movements (10 mins)	*Daṇḍāsana* to *Śaśāṅkāsana, Aśvasañcalanāsana* – interchanging of legs (5 mins)	Mid-Term Assessment
	Ardhachakrāsana to *Pādahastāsana* (5 mins)	*Pavanamuktāsana*-rocking & rolling (5 mins)	Yoga *Sādhana*	
	Pavanamuktāsana both legs	Sectional breathing (10 mins)	Relaxation (5 mins)	
	Relaxation (5 mins)	Yoga *Sādhana*	Introduction to *Nāḍīśuddhi* (10 mins)	

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Month 4				
	39th period	*42nd period*	*45th period*	*48th period*
Yoga for Daily Life	Introduction on *Pratyāhāra*	Activity on *Pratyāhāra*	Yoga *Sādhana*	Yoga *Sādhana*
Yoga *Sādhana*	Dog breathing (5 mins)	Dog breathing (5 mins)	*Ardhachakrāsana* to *Pādahastāsana*, *Aśvasañcalanāsana* – interchanging of legs (5 mins)	*Daṇḍāsana* and *Sāṣṭāṅga Namaskāra*, *Ūrdhvamukha Śvānāsana* and *Adhomukha Śvānāsana* (5 mins)
	Ūrdhvamukha Śvānāsana to *Adhomukha Śvānāsana* (5 mins)	Neck movements (5 mins)	Yoga *Sādhana*	Yoga *Sādhana*
	Yoga *Sādhana*	*Pavanamuktāsana* - single leg, Rotation (10 mins)	Introduction to *Bhujaṅgāsana* and *Shalabhāsana* (10 mins)	*Pavanamuktāsana* both the legs, Rock and Rolling (5 mins)
	Padmāsana (10 mins)	Yoga *Sādhana*	Relaxtion (5 mins)	*Ardhakaṭicakrāsana* (10 mins)
	Introduction to *Bhrāmarī Prāṇāyāma* – (5 mins)	*Pañcabhūta* (10 mins)	Sectional breathing (10 mins)	*Pañcabhūta* (10 mins)

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Month 5				
	51st period	*54th period*	*57th period*	*60th period*
Yoga for Daily Life	Yoga *Sādhana*	Test 2 Assessment	Yoga *Sādhana*	Yoga *Sādhana*
Yoga *Sādhana*	*Ardhachakrāsana* to *Pādahastāsana*, *Aśvasañcalanāsana* – interchanging of legs (5 mins)	Neck movements (10 Mins) *Ūrdhvamukha Śvānāsana* and *Adhomukha Śvānāsana* (5 mins)	*Daṇḍāsana* and *Sāṣṭāṅga Namaskāra*, *Ūrdhvamukha Śvānāsana* and *Adhomukha Śvānāsana* (10 mins)	*Ardhachakrāsana* to *Pādahastāsana*, *Daṇḍāsana* to *Śaśāṅkāsana* (5 mins)
	Yoga *Sādhana*	Relaxation (5 mins)	*Bhujaṅgāsana* and *Shalabhāsana* (10 mins)	*Uttanapadāsana* (10 mins)
	Introduction to *Uttanapadāsana* (10 mins) Relaxtion (5 mins)	Introduction to *Dhyāna* Practice of Nadānusandhāna (10 mins)	*Jatru Trataka* (10 mins)	Relaxation (5 mins)
	Introduction to *Dhārana* Practice of Jatru Trataka (10 mins)	Yoga *Sādhana*	Yoga *Sādhana*	Sectional breathing and *Nāḍīśuddhi Prāṇāyāma* (10 mins)

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Month 6				
	63rd period	*66th period*	*69th Period*	*72nd period*
Yoga for Daily Life	Yoga *Sādhana*	Yoga *Sādhana*	Revision of *Aṣṭāṅga* Yoga (10 mins)	Final Assessment
Yoga *Sādhana*	*Pavanamuktāsana* Both the legs - Rotation (10 mins)	*Daṇḍāsana* and *Śaśāṅkāsana, Aśvasañcalanāsana* (5 mins)	*Ardhachakrāsana* and *Pādahastāsana* (5 mins)	
	Jatru Trataka (10 mins)	Revision of *Āsana* (10 mins)	Revision of *Āsana* (10 mins)	
	Yoga *Sādhana*	Relaxation – (5 mins)	Relaxation– (5 mins)	
	Nāḍīśuddhi and *Bhrāmarī Prāṇāyāma* (10 mins)	*Bhrāmarī Prāṇāyāma* (5 mins)	Yoga *Sādhana*	
	Yoga *Sādhana*	*Nadānusandhāna* (5 mins)	Yoga *Sādhana*	

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Suggestive Annual Session Plan for All Units

Period	Unit No.	Session Type	Activity Name	Activity No.	C'lative
1	Unit 1	Type 2	Ice Water	IPE-1	IPE-1
2	Unit 1	Type 2	Seven Stones	IPE-2	IPE-2
3	Unit 5	Yoga	Yoga for Daily Life	YG-1	YG-1
4	Unit 1	Type 2	Aerobic Exercises	IPE-3	IPE-3
5	Unit 1	Type 2	Follow Me	IPE-4	IPE-4
6	Unit 5	Yoga	History of Yoga	YG-2	YG-2
7	Unit 1	Type 2	Number Game	IPE-5	IPE-5
8	Unit 1	Type 2	Hula Hoop Jump	IPE-6	IPE-6
9	Unit 5	Yoga	What is Yoga?	YG-3	YG-3
10	Unit 2	Type 1	Obstacle Race	MF-1	MF-1
11	Unit 2	Type 1	Balancing Act	MF-2	MF-2
12	Unit 5	Yoga	Introduction to *Yama*	YG-4	YG-4
13			Formative Assessment	FA-1	FA-1
14	Unit 2	Type 1	Shivam Says	MF-3	MF-3
15	Unit 2	Type 1	Collaborate and Conquer	MF-4	MF-4

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16	Unit 5	Yoga	Story of *Aparigrahas*	YG-5	YG-5
17 & 18	Unit 2	Type 1	Collaborate and Conquer	MF-4	MF-6
19	Unit 2	Type 1	Grab the Ball	MF-5	MF-7
20	Unit 5	Yoga	Test-1 Assessment	YG-6	YG-6
21 & 22	Unit 2	Type 1	Push-up Position and Pass the Ball	MF-6	MF-9
23 & 24	Unit 2	Type 1	Tic-Tac-Toe Dribble Relay	MF-7	MF-11
25			Formative Assessment	FA-2	FA-2
26	Unit 5	Yoga	Activity on *Aparigrahas*	YG-7	YG-7
27	Unit 2	Type 1	Crocodile Race	MF-8	MF-12
28	Unit 2	Type 3	Head, Shoulder, Knee and Ball	MF-9	MF-13
29	Unit 5	Yoga	Introduction to *Niyāma*	YG-8	YG-8
30	Unit 3	Type 3	Sitting	FSA-1	FSA-1
31	Unit 3	Type 3	Chasing	FSA-2	FSA-2
32	Unit 5	Yoga	Activity on *Niyāma*	YG-9	YG-9
33	Unit 3	Type 3	Sitting	FSA-1	FSA-3
34	Unit 3	Type 3	Chasing	FSA-2	FSA-4
35	Unit 5	Yoga	Story on *Tapas*	YG-10	YG-10
36	Unit 3	Type 3	Giving *Kho*	FSA-3	FSA-5

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37			Formative Assessment	FA-3	FA-3
38	Unit 3	Type 3	Running on a Straight Line	FSA-4	FSA-6
39	Unit 5	Yoga	Story on *Tapas*	YG-11	YG-11
40	Unit 3	Type 3	Giving *Kho*	FSA-3	FSA-7
41	Unit 3	Type 4	Running on a Straight Line	FSA-4	FSA-8
42	Unit 5	Yoga	Activity on *Tapas*	YG-12	YG-12
43	Unit 3	Type 3	Dodging	FSA-5	FSA-9
44	Unit 3	Type 4	Zig-Zag Running	FSA-6	FSA-10
45	Unit 5	Yoga	Yoga *Sādhana*	YG-13	YG-13
46	Unit 3	Type 3	Dodging	FSA-5	FSA-11
47	Unit 3	Type 4	Zig-Zag Running	FSA-6	FSA-12
48	Unit 5	Yoga	Introduction on *Pratyāhāra*	YG-14	YG-14
49			Formative Assessment	FA-4	FA-4
50 & 51	Unit 3	Type 3	Pole Turn	FSA-7	FSA-14
52	Unit 5	Yoga	Activity on *Pratyāhāra*	YG-15	YG-15
53 to 61			Summative Assessment 1	SA-1	SA-9
62 & 63	Unit 3	Type 4	Covering Chase	FSA-8	FSA-16
64	Unit 5	Yoga	Yoga *Sādhana*	YG-16	YG-16
65 & 66	Unit 3	Type 3	Chain	FSA-9	FSA-18
67 & 68	Unit 3	Type 4	Fake *Kho*	FSA-10	FSA-20

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69	Unit 3	Type 3	Pole Dive	FSA-11	FSA-21
70			Formative Assessment	FA-5	FA-5
71	Unit 3	Type 3	Pole Dive	FSA-11	FSA-22
72 & 73	Unit 3	Type 3	Toe Tapping	FSA-12	FSA-24
74	Unit 5	Yoga	Yoga *Sādhana*	YG-17	YG-17
75 & 76	Unit 3	Type 3	3-2-3 Chain	FSA-13	FSA-26
77	Unit 4	Type 3	Passing	FSB-1	FSB-1
78	Unit 4	Type 3	Catching	FSB-2	FSB-2
79	Unit 4	Type 3	Passing	FSB-1	FSB-3
80	Unit 4	Type 3	Catching	FSB-2	FSB-4
81	Unit 5	Yoga	Yoga *Sādhana*	YG-18	YG-18
82			Formative Assessment	FA-6	FA-6
83 & 84	Unit 4	Type 1	10-pass	FSB-3	FSB-6
85	Unit 5	Yoga	Test-2 Assessment	YG-19	YG-19
86 & 87	Unit 4	Type 3	Dribbling	FSB-4	FSB-8
88 & 89	Unit 4	Type 3	Obstacle Dribbling	FSB-5	FSB-10
90	Unit 4	Type 3	Shoot the Ball	FSB-6	FSB-11
91	Unit 5	Yoga	Yoga *Sādhana*	YG-20	YG-20
92	Unit 4	Type 3	Shoot the Ball	FSB-6	FSB-12
93 & 94	Unit 4	Type 1	Dodge Ball	FSB-7	FSB-14
95			Formative Assessment	FA-7	FA-7
96	Unit 5	Yoga	Yoga *Sādhana*	YG-21	YG-21

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97 & 98	Unit 4	Type 3	Dribble and Shoot	FSB-8	FSB-16
99 & 100	Unit 4	Type 4	Pass and Shoot	FSB-9	FSB-18
101	Unit 4	Type 3	Shootout Tournament	FSB-10	FSB-19
102	Unit 5	Yoga	Yoga *Sādhana*	YG-22	YG-22
103 & 104	Unit 4	Type 3	Shootout Tournament	FSB-10	FSB-21
105	Unit 4	Type 3	Goalkeeper's Defensive Skills	FSB-11	FSB-22
106	Unit 5	Yoga	Yoga *Sādhana*	YG-23	YG-23
107	Unit 4	Type 3	Goalkeeper's Defensive Skills	FSB-11	FSB-23
108	Unit 4	Type 3	Blocking	FSB-12	FSB-24
109	Unit 5	Yoga	Revision of *Ashṭāṅga* Yoga	YG-24	YG-24
110			Formative Assessment	FA-8	FA-8
111	Unit 4	Type 3	Blocking	FSB-12	FSB-25
112 & 113	Unit 4	Type 4	Assimilation	FSB-13	FSB-27
114 to 122			Summative Assessment 2	SA-1	SA-9

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